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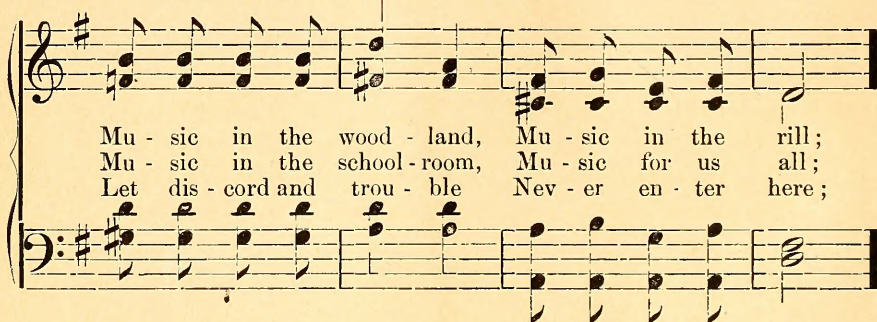
MUSIC EVERYWHERE.

FRANK L. ARMSTRONG.

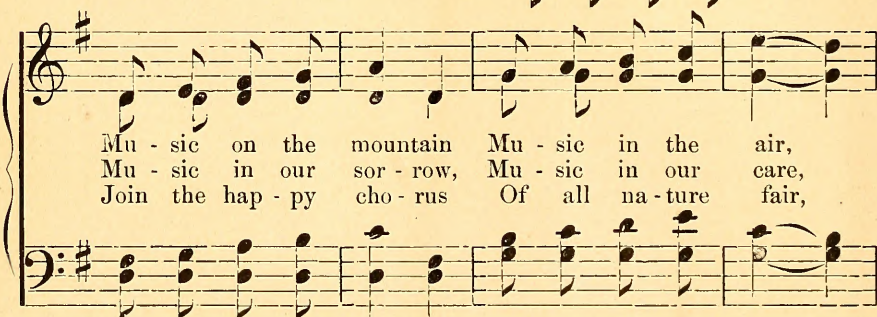
Moderato.



1. Mu - sic in the val - ley, Mu - sic on the hill,
 2. Mu - sic by the fire - side, Mu - sic in the hall,
 3. Sing with joy - ful voic - es, Friends and lov'd ones dear,

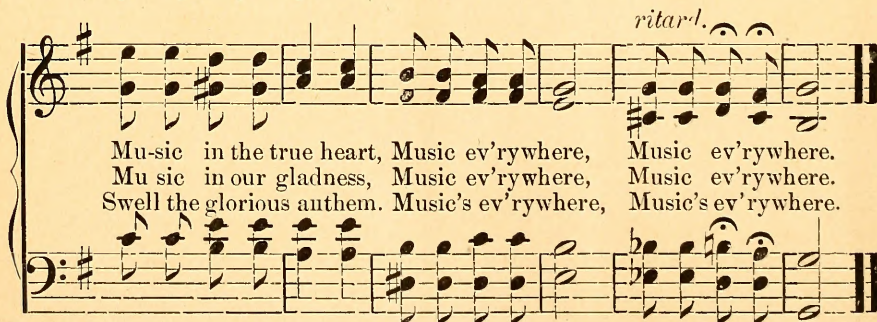


Mu - sic in the wood - land, Mu - sic in the rill;
 Mu - sic in the school - room, Mu - sic for us all;
 Let dis - cord and trou - ble Nev - er en - ter here;



Mu - sic on the mountain Mu - sic in the air,
 Mu - sic in our sor - row, Mu - sic in our care,
 Join the hap - py cho - rus Of all na - ture fair,

ritard.



Mu - sic in the true heart, Music ev'rywhere, Music ev'rywhere.
 Mu sic in our gladness, Music ev'rywhere, Music ev'rywhere.
 Swell the glorious anthem. Music's ev'rywhere, Music's ev'rywhere.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, SEPTEMBER, 1885.

No. 1.

A DEAR LITTLE SCHOOL-MA'AM.

With her funny little glasses you'd have thought her very wise
If it wasn't for the laughter that was peeping from her eyes,
Just the queerest and dearest little school-ma'am ever known,
Whose way of teaching boys and girls was certainly her own.

"I give my brightest pupil," in a pleasant tone she said,
"A little corner by himself to show that he is head,
And to spare the tender feelings of the dullest boy, I put
All the others in a circle so you can't tell which is foot.

"Whenever any pupil in his lessons doesn't miss,
I encourage his endeavors with a penny sugar kiss;
And, since this slight upon the rest might too severely fall,
I take the box of kisses and hand them round to all.

"I've asked them what they'd like to be a dozen times or more,
And each, I find, intends when grown to keep a candy store;
So thinking that they ought to have some knowledge of their trade,
I've put a little stove in, just to show them how it's made.

"Enthusiastic? Bless you, it is wonderful to see
How interested in such things a little child can be;
And, from their tempting taffy and their luscious lollipops,
I'm sure they'll do me credit when they come to open shops."

And, with a nod that plainly showed how free she was from doubt,
 She deftly smoothed the wrinkles of her snowy apron out—
 Just the queerest and the dearest little school-ma'am ever known,
 Whose way of teaching boys and girls was really all her own.

—*St. Nicholas.*

[For the North Carolina Teacher.]

MORAL INFLUENCE OF THE TEACHER.

BY DR. RICHARD H. LEWIS, PRESIDENT KINSTON COLLEGE AND PRESIDENT
 NORTH CAROLINA TEACHERS' ASSEMBLY.

A truthful writer has said:

“Influence is illimitable in extent and duration.”

How carefully then does it behoove every one to guard well the tongue and watch carefully the deed. Workers in nearly every calling deal with individuals, but preachers and teachers deal with masses. Hence, the influence exerted by them extends to a greater number. The preacher deals mainly with men and women who have opinions of their own, who are not readily turned from their course; but the teacher comes daily and hourly in contact with numbers of young and pliant minds, ready to receive almost any impression. Here,

“A dew-drop on the tiny plant
 May warp the giant oak forever.”

Treat the boys as gentlemen, and you may be positively sure that they will return the compliment. And not only that, they will catch the spirit of gentleness from you and spread it among their fellows.

The bad temper of a teacher can make a hornet's nest of his school, and render school-life almost unbearable. The teacher “eats sour grapes and the children's teeth are set on edge.”

Thrice blessed is that school whose teacher has an equable,

amiable temper, and who remembers that we are all but dust, who knows that every human being is a bundle of foibles.

We autocrats of the school-room should each keep a skull upon the magisterial desk as a reminder of our own mortality.

Teachers, look well to your own conduct, whether consciously or not, you are influencing the future generation for weal or for woe. You cannot shirk the responsibility, you cannot plead innocent when the final day of reckoning comes, when you must "give an account of the deeds done in the body." Be you saint or sinner, you will be brought to account. Parents have put upon you a very serious and solemn responsibility. Whether the parent be Christian or Mohammedan, Jew, Gentile or Pagan, it matters not. Whether they be Atheists or Polytheists, it matters not. You must influence the pupils for good and not for evil. You must so conduct yourselves that your pupils will feel that to act dishonorably or falsely will incur your displeasure.

Under all circumstances "be just and fear not." Your every act and word is weighed and has an effect little dreamed of by the careless teacher. Though frequently guilty of acts of injustice and cruelty among themselves, school-boys are quick to note the same in their intercourse with you, and on no account will they consider it just to be treated by you as they treat fellow-pupils. They look upon you as a superior being, and expect merey whenever they are brought to trial.

However intellectual you may be, however learned and wise in text-books, however gifted in language or mathematics, your influence for good upon your pupils may all be lost if you do not know how to manage cases of discipline.

Whether you have the feeling in your heart or not, no child should ever learn the dreadful truth that his teacher hates him.

There are many avenues to the human heart. Seek for them. Try not to close the door of approach, but try to open it. Kindness is the key. Open the door, enter in and take possession, and make the last state of that boy better than the first.

I am not blind to the truth of the assertion that some pupils seem to have such hardened hearts that there appears no way of

reaching them. "Let patience have her perfect work." Then, when "forbearance ceases to be a virtue," sorrowfully bid the boy good-bye. Tell him that he, himself, has caused the dismissal, that he has, as it were, announced that he is no longer worthy of being one of your pupils, adding, finally, that the door will remain open for his return when he has concluded to be obedient. Never leave the impression on such an one that *you* have dismissed him. Let him go away fully convinced (if possible) that *he* has brought it all to pass. This method, of course, is not applicable to young people who have not arrived at the age of reflection.

In matters of discipline, you will frequently find that the parent lends no aid, in fact, rather takes the part of the delinquent pupil. Here is a hard case indeed. But shrink not. Consider first the best interests of the school, the greatest good to the greatest number, then the interest of the boy; and above all, remember that the sin and not the sinner is to be condemned by you. There cometh One greater than you who will take care of the sinner.

The frowns of discontented patrons may cause you temporary uneasiness. Falsehoods may and will be circulated to discredit you. Stop not to trace them, care not to run them down. Upheld by conscious integrity and a knowledge that you have acted wisely for the good of those under your charge, fear not and remember:

"He that does the best his circumstances will allow,
Does well, acts nobly, angels could no more."

If you live long enough, you will reap in this life some of the fruits of your forbearance and gentle dealing.

The moral influence of the teacher is felt not only within, but without the walls of the school-room. The teacher who never mingles with the pupils in their sports, on the streets or at their homes, misses rare opportunities for doing good. Few disgraceful scenes occur at those schools where the teacher is found directing the games or taking part in them. Here sometimes is found a pupil who excels his fellows in the out-door sports but who is dull in his studies. A word or two of praise at his agility and

commendation of his manly vigor, coupled with a hint that he might also excel his class-mates in study, may sow seeds of self-confidence and earnest effort that may result in much good.

But, after all our works, our weary weeks of watchfulness, our years of patient labor, "our toils obscure and a' that," what is our reward? Sometimes a grateful people will endorse you by a continually renewed patronage. Sometimes tangible evidences of esteem are visible in presentations of watches, gold-head canes, and silver-ware. Sometimes the county paper generously praises your efforts. Sometimes you are promoted to higher positions and wider spheres of usefulness. But often, oh, how often, is the work unappreciated, the carefulness unnoticed, your nights of sleeplessness and days of vigilance unknown! But remember that few people fail to obtain the pay they deserve. If you work for the applause of men and get it not, consider whether your work was worth it; but if you conscientiously and earnestly work for the welfare of those under your charge, your reward is sure; you may not live to see it, but your influence will go down the ages from person to person, till the accumulated sum placed to your credit on the great day of accounts will overwhelm you with joy.

These last are the Christian workers of our profession; they look not for the full reward on earth, contented to work quietly, teaching the lessons which will not only make their pupils better citizens in this world, but also prepared to become citizens of that better world beyond.

FROM CROOKED TO STRAIGHT.

"Genevieve, my child, come to the window and look at the man who is passing. Don't you think he looks as if he were running after his head? I am afraid that is the way you will walk before long if you do not try to stand more erect, and continue to sit in such a crooked position over your desk at school.

Your chest is very narrow, your spine becoming as crooked as the letter S; your shoulder blades project, and very soon your stomach and chest will have to bear all the weight of your shoulders. Now, if you do not heed what I say, and try to keep more erect, you will die with consumption before you are twenty years old."

"Oh, it is so hard to keep straight, mamma! I have tried ever so much, but cannot."

"But you must, Genevieve! I am now really in earnest in the matter. Every morning you must go into the open air, soon after rising, inhale air until your lungs are fully inflated, then tap lightly on them with your hands, holding your breath meantime. In this way inflate them several times, until all the little air cells are filled. Then commence the calisthenic exercises by throwing your arms back in a direct line, making an effort to strike the backs of your hands together. Then raise both arms, your hands pointing upward, bringing them down with a jerk; also, at arms' length, carry for a few moments some light weights, bags of sand answering the purpose. Then carry a light book, at first, for a while on your head, walking steadily, so that it may not fall."

"Oh, mamma, I can never do all that!"

"What I have told you is only a beginning, my child. There are a great many of the arm exercises I want to teach you; after which you must have a swinging ladder, from a ring of which you can suspend your weight as you swing by catching hold with your hands."

"You will not be so cruel as that, mamma?"

"Yes, and I will be just as cruel to myself. I am going to practice with you, for I, too, am growing a little crooked. They say the most narrow-chested boy who is sent to West Point and other military schools is made, after due training, to stand perfectly upright, lacking neither broad shoulders nor lung power. Then cannot we, understanding the way, do as much for ourselves?"

"When are we to commence, mamma?"

"To-morrow morning, my dear. We will, of course, rise a little earlier than usual, so that other duties may not be neglected."

"It will be dreadful hard, mamma! I do not like to get up early; I am so sleepy and tired every morning."

"Those whose vital powers are at so low an ebb generally are. I think in the course of a few weeks you will not suffer in that way; your blood will become purified and strengthened, and you will experience an elasticity of body and mind to which you have heretofore been a stranger. I have long felt this way, but somehow have not put my knowledge into practice. To-morrow morning, however, we will start on the board road to health and vivacity."

Six months later one would not have recognized in the broad-chested, strong, rosy-cheeked girl, the pale, listless Genevieve to whom we are introduced at the beginning of this sketch.

—*Selected.*

[For the North Carolina Teacher.]

THE TEACHER FROM THE PARENTS' POINT OF VIEW

BY REV. M. L. WILLISTON, DAVENPORT, IOWA.

To keep these children's hearts perennially fresh, the wine of ardor from thinning to the vinegar of querulousness and impatience, enthusiasm from falling away into irritability, here is the problem that waits your solution—and the arithmetic has none so intricate or profound—there is no printed key that will tell you how to work out so fine a point, and never miss the right answer. But we parents want to see teachers who have solved the difficulty and in their own persons present the more practical conclusion of the matter. Two personal elements we deem essential to this end. The teacher must be at once *interested* and *disinterested* in his proper work. This realized, we are sure of you and without concern we can place our children in your

charge. You will not disappoint us, and these two strong moral forces pouring their warm and wholesome energy into your work you will not botch your art. Nothing will spoil under an influence so begotten. The young are safe with an inspired teacher, for it is such I have described.

Be interested. Find in your work itself the reasons for enthusiasm and seriousness. If there is not enough in the school-room, when you are face to face with your forty small retainers to make you glad to be there, you are out of your place. A teacher who does not know that teaching is a business fit for the angels, will never earn his salary even at the wage standard of the most unenlightened of cross-road district school committees. Do not take up this calling for a single month even, as a financial crutch simply, but find for it wings and let it know the flight of spontaneous delight. You must do your work in this finest of arts for something besides the contract price or you will not prove a laborer worthy your hire—meagre as that is likely to be. He who does not make himself of much more value in the classroom than can be counted in dollars and cents, is overpaid at the cheapest figures. To be worth a good price you must have that to offer which is above price—love of your work, appreciation, faith in it. Let the excellence of what you do make the public dissatisfied with cheaper work and so raise the tariff. If you begin at the tariff end you will certainly help to depress it; make the professional end of the level heavy and the compensation at the other end will have to be increased to keep the balance even. We are looking then to see interested teachers—such as find plenty of motive in their calling itself; interested first in the material they work with, the acquisitions of knowledge, next and most of all, in the material they have to work upon—the human mind.

Your material is of the best, I think, and it is strange indeed if you do not get to glowing with such inducements to zeal as it affords. A dull heart, that, which cannot be kindled by the double contact of the torch of knowledge and the torch of life. Happy the man who is permitted to give himself to the beautiful labor of creating light, for that is the teacher's prerogative—but

he must live in the light if he will do that. To know is itself a kind of blessedness, and to take the veil from another's eyes, so that the truth of things shall be made his too, that is to get the gate of heaven ajar at least. There are no men more eager than the lovers of knowledge. Tyndall will cross a continent to capture a sunbeam and make it tell its story. Agassiz lived in a shanty for fifteen months amid the hardships and perils of the icy Alpine solitudes so that he might be able to report why the glacier groaned in its bed, and what it had been doing in antehuman time. There is enough information waiting to be told, in the dust you tread beneath your feet, to hold the attention of a life-time, and it is your affair to be finding out what the inspired motes mean, and so charging your own thoughts with knowledge that the pupil, though as yet in the alphabet grade, shall find himself in a luminous atmosphere when in your neighborhood. The genuine teacher is immensely interested in this wonderful world, and he opens his eyes to a purpose, certain that there is something worth seeing, and which, once discovered, will be worth the telling, ready to heed Wordsworth's exhortation, "Come forth into the light of things. Let nature be your teacher." Get something more than words out of the primer for your "wee" ones, more than tiresome figures and angular rules from the arithmetic, more than map questions from the geography, get the glow of life, make the syllables and the figures and the outlines breathe and pulsate. The real teacher knows how to raise them from the dead, but only by virtue of loving knowledge, interest first in the thing taught them, and then interest in the being you teach, in the pupil. The parent looks to see you caring for the child, not his child more than another's, but any child for that in him which pertains not to childhood alone, but the universal in him, the human, what will be there when the boy or the girl has disappeared behind a whiskered face or the gathering wrinkles of maternal care. You see, there is a soul in the ease, here is a candidate for duties and the solemnities of life and death, come into your charge, with the making or the marring of a fate a good deal at your disposal. Johnnie him-

self is worth considerable careful study, none the less so if you chance to find him a young barbarian and the son of a barbarian. That unsandpapered, swearing, obstreperous little savage ought to be given a chance to become a gentleman. It is a great privilege to cast out the devil that possesses him, and the teacher who is fit for his work will become a zealous exorcist and toil without ceasing to see the unfortunate restored, "*sitting* and in his right mind." Think more of the pupil than of the lesson, more of the results than the scheme, more of principles than of rules. Be quite as anxious to see your children affectionate and courteous, generous and truthful, as you are to have them never whisper and to always keep their toes on the crack when they stand with the class. Do not run the scholar for the sake of the school, but the school for the scholar. Many a zealous teacher, who does not fail in *degree* of interest in the work, does err in what I may call its *distribution*, getting the emphasis out of balance—so set on maintaining the method as to partially, at least, lose sight of the end, as though scholars were created to show off a favorite school system. It is a common delusion, not confined to the school-room, this overestimate of means. It is the fault of all fanaticism of opinion for opinion's sake. Your irrepressible tailor regards mankind as valuable chiefly for its power to set off the beauties of an artistically cut coat. Your merciless shoemaker thinks the human foot exists primarily to manifest his skill in cutting leather; the corns can take care of themselves. The parent would rather see no fanaticism in the school-room, no undue interest in the paraphernalia of rule to the forgetfulness or neglect of the ruled.

The *children first* then, please: rate the invisible, impressible, imperishable soul before all the visible contrivances for its management, be they never so ingenious and excellent. We are thinking of the kind of *person* that will come out of the school-room by and by to establish the home, to influence business, to rule the nation, to inherit a hereafter. It is a prime consideration with us what you will have made out to do *with* and *for* this most interesting creature—*how* you did it, is a question quite surbordinate, and it is thus we want *you* to feel about the matter too.

We look to see you *disinterested*. No work that seeks another's good is worth much till the worker loses himself in it. If you are thinking first of what you hope to get out of your calling rather than of what you will put into it, you are certain to do inferior work. If you want to be a good teacher you will be a generous one, severer with yourself than with any pupil—rejoicing in the well-being of your charge more than in your own comfort. It is the teacher who asks the least for himself and gives the most to others who will make the best name and win the noblest result. There is no way in your calling to provide well for “No. 1,” quite equal to doing your best for “No. 2.” That teacher will be most *in demand* who is too much absorbed to *make* demands. It is the self-forgetting people who never forget others. The degree of your power will be measured by the amount of yourself that you put into your task. If you are more concerned about yourself than your work, with jealousy of your prerogatives, concern about your rights, that is, if you are the chief figure in your own thoughts and the important item in your plans, your advantage, your gain, your interest, the conspicuous facts, you are not the one, from the parents' point of view, we should choose for the children's teacher. Those whom the world has been the most eager to listen to have been the men who had too much to occupy them to think of themselves. Remember Pliny the Elder, so absorbed in studying the marvel of a burning mountain that he sacrificed his life to his scientific ardor, without having discovered his danger. Agassiz with a chance to make a million dollars by a brief aside from his lecture-room and cabinet said, “I have no time to waste in making money.” This is the spirit the parent wishes to discover in the class-room, the mind absorbed in its object, the worker subordinated to his work, the teacher whose heart is a fountain that flows for the taught and whose work has the fine spontaneity of love.

HISTORY SHOULD be taught from a series of progressive standpoints.

A NORTH CAROLINA NORMAL SCHOOL.

THE TEACHER has often spoken of the necessity existing in North Carolina for a permanent Normal School. The school should be located at Raleigh or its suburbs, and its sessions continuing through ten months of each year, furnishing the very best instruction, free to every teacher in North Carolina who desires to attain greater proficiency in the profession. A large number of our young teachers are going each year to Nashville, Tenn., or other places abroad for this preparation which ought to be given by North Carolina to her teachers. The demand for this Normal School is growing, and the matter was discussed with spirit at the recent session of the Teachers' Assembly at Black Mountain, many of our leading educators taking an active part in the discussion, and we give with pleasure the plan as suggested in a speech by Maj. Robert Bingham:

"All the Summer Normal Institutes, which have given such an impetus to education, but whose provisional purpose seems in a great measure to have been served, shall cease, as the University Normal has already ceased at the suggestion of President Battle, one of the wisest educators in the State, and perhaps the most long-headed of them all.

The public money, which has heretofore been devoted to these provisional Normal Institutes, shall be put into a continuous and permanent Normal School, to be located at some central point, to be kept open for say six months each year; to be open, free of tuition, to any person in the State, regardless of sex, who has sufficient knowledge of *subjects* to get a first grade certificate in say one session of six months, and who will covenant to teach, for say two years or pay a reasonable sum for the instruction received. The purpose of the school shall be to teach *methods*, not *subjects*, and its certificate of proficiency shall be a first grade certificate and shall exempt the holder from further examination. There shall be, say five expert Professors, who shall be on duty at the Normal School half the time, and the other half of their time shall be devoted to holding county institutes, lasting, say, two weeks, each Normal School Professor holding twelve or thirteen of these county institutes in the twenty-six weeks of the Normal vacation, so that the five Normal Professors can hold sixty each year, and can in two years hold county institutes in every county in the State, presided over by State experts, upon a unified method.

Thus we have the best Normal instruction, anchored, so to speak, at the central Normal School, and we have the very same best Normal instruction afloat, so to speak, and teaching for two weeks at every county in the State from *one* central Normal School in *two* years and from two such schools in *one* year. Thus also the Superintendents of county institutes will be experts, a uniform system will be introduced and only such teachers in any county as avail themselves of the opportunities offered by the State in the institutes should have certificates."

[For the North Carolina Teacher.]

HISTORY INSTRUCTION.

BY R. H. FREELAND, TRAP HILL, N. C.

Seeing in the February number of THE TEACHER that "R. A.," Austin, Texas, wished for more light on teaching history, I thought perhaps a few ideas from a North Carolina teacher might be of interest.

History, as generally taught by chapters or pages, does not inspire the enthusiasm for the study that should be awakened in the young student of history, unless his mind is naturally a retentive and reasoning one.

By chapters or pages, the connections that history naturally has and means to communicate are often lost.

History also requires some knowledge of geography, which like an elder sister, should lead history over its physical surface to the discoveries made thereon, the nations founded, the wars that have agitated her bosom, saying here are these which describe them for future generations.

History instruction in our schools can be made very interesting to a class by first picturing on the board an outline of the lesson, requiring the student to copy the same, mentally reproducing the diagram at the next recitation.

This diagram is of a twofold advantage, while it retains the attention of the class, it also aids the student in historical spelling.

For illustration, let our subject be the "Mexican War":

Mexican War.	I. Gen. Taylor's Army.	<ul style="list-style-type: none"> Corpus Christi. Battle of Palo Alto. Battle of Resaca de la Palma. Capture of Monterey. Battle of Buena Vista.
	II. Gen. Scott's Army.	<ul style="list-style-type: none"> Capture of Vera Cruz. Battle of Cerro Gordo. Battles around Mexico <ul style="list-style-type: none"> Contreras, Cherubusco, Molina del Ray, Chapultepec.
	III. Gen. Kearney's Army.	<ul style="list-style-type: none"> Captured Santa Fé Capt. John Fremont. Com. Sloat and Stockton.

Let the class understand what is required of them—first, their subject, “The Mexican War.” There cannot be a war without a cause, require them to search for the cause. The cause led to a declaration of war from our government to the Mexican; the raising of three armies under their respective generals, whose work was laid out by our government. Require the student to state the allotted work of each general; how each general carried out his plans, the battles fought, their results, and commanders engaged. Finally, the effect of the war—what Mexico lost and what our country gained. If the age of the student will not permit of the whole diagram, take its main divisions separately, then review the war as a whole. I have found that students understand history better by practically presenting a subject to the eye by diagram than by simply a mental recitation.

HARD TO PRONOUNCE.

At a pronouncing contest, held in a Chicago church, the following sentences were given to contestants for pronunciation:

The root of the difficulty was a pile of soot allowed to accumulate on the roof.

The rise of the waters has injured the rice crop, and it may be expected that the price will rise.

He had moved his goods to the depot, but his friends bade him not be discouraged, as he would soon be acclimated if he would only stay.

He is an aspirant for Asiatic honors.

The disputants seemed to be conversant with the question, and, if not good financiers, they are, at least, familiar with the problem of finance.

The irrefragable evidence that he was the sole cause of the altercation indisputably fastened on him the responsibility for the irreparable damage.

His conduct was indicatory of the blatant blackguard, but his complaisant coadjutor, with his incomparable complacency, was even more dangerous.

The physician, after a careful diagnosis, pronounces the patient to be suffering from bronchitis, gastritis, perioritis, and meningitis, caused by the prevalence of mephitis, and has prescribed morphine.

[For the North Carolina Teacher.]

SCHOOL DISCIPLINE.

D. L. ELLIS, OF NEW BERN GRADED SCHOOL.

No other topic, perhaps, in the whole range of school management has been more frequently discussed than Discipline. Whole volumes have been written, sleepless nights and weary days spent in trying to perfect some system whereby pupils may be changed from active, susceptible children, to cold, passive, passionless, automata—mere machines, whose motive-power should be the beck and nod of the tyrant who rides his hobby (another name for ignorance), which he calls “discipline”—“my method”—and by which means he expects to develop the intellect of his charges by drilling the body to conform to certain movements and evolutions conventionalized.

Some teachers there are who think that everything depends upon discipline, that their schools must have a certain veteran, military precision, their pupils possess a mathematical exactness about all their movements. Now, we beg leave to say, that a school is not an army, and does not require military drill and discipline. Granting that the analogy is legitimate, it does not necessarily follow that the best disciplined troops are always the most successful—instance, the handful of miserable, half-clad, starved, undisciplined American soldiers in the Revolutionary

war, putting to shame and confusion the pompous war-worn veterans of Europe, and so it is not necessarily true that the school which boasts of such rigid discipline can show the most marked mental advancement.

We do not deny that it looks nice to see a school so disciplined that every movement is in perfect accord with preconcerted signals, where the very eyes and hearts of all seem to wink or palpitate in unison, where the whole body of pupils move as one man; but the question rises, does it pay? If so, why? Does the power to keep the arms folded (second position), "head erect, eyes striking the ground ten paces to the front," &c., give to the pupil the ability to unravel the knotty threads of a problem in algebra, or combine intelligently the premises of a syllogism? We should be obliged to some ultra exponent of discipline to answer this question.

We believe in and insist upon having order and system about all things connected with school work; but we must say that all this stress laid upon discipline, *per se*, is, decidedly, "much-ado-about-nothing," a prodigal waste of time and energy for no purpose except display.

With very young children, it may be allowable to *amuse* them by drilling them to observe certain evolutions, in common, just to furnish them with something to do; and in the light of physical exercise, so far as discipline contributes to that end, it is praiseworthy, but even then it is very questionable if a judicious course of calisthenics would not be preferable.

The best discipline we can give our pupils is to instill into their minds the principles of correct habit of thought, showing them their responsibility, the value of gentlemanly and lady-like deportment, and the beneficial results following a complete mastery of one's own faculties and inclinations. So teach them that every one shall be a rule and a law unto himself.

Take a number of boys and girls and say "thou shalt not," till you have exhausted all the expressed and implied prohibitions of the decalogue, and those boys and girls will, ninety-nine times out of a hundred, say, with emphasis, "we *will*," and they will,

too, and who can blame them for refusing to be "like dumb driven cattle?" They ought to rebel.

But take those same boys and girls and treat them as responsible, sensible creatures—as children who are not idiots, as pupils who know enough to come into the house when it rains without being told to do so, and they will act as sensible, obedient children should.

We must take our pupils on trust, for if we act towards them as if we were afraid to trust them to do anything out of our sight, and as if we felt sure that each boy were a "Jack Harkaway," or a "Tom Brown," or "Peek's Bad Boy," and each girl a "Meddlesome Mattie" or a "Miss Curiosity," how can we expect anything else but that those children will develop into those very characters we have enumerated? Let us make a self ease of it. We do not like to be watched, to have a system of espionage to contend against at all times, any better than our pupils. Indeed, if we find our pupils watching us too closely, we very soon say, "what do you mean by watching me all the time?—attend to your work."

If there is one thing more than another that a child does admire, it is confidence in his integrity. Let a child see that you trust him, that you have faith in his honesty, and he will rarely ever abuse your confidence; but on the other hand, let him understand that you believe him to be a terror, a seapegoat, a vagabond, and he will move heaven and earth in his endeavors to meet the requirements set forth in your estimation of his character.

If the time spent in the so-called discipline, in many of our schools, was devoted to training the mental faculties of the children, and to developing the native goodness, the lovable qualities of the pupil's heart, how much more efficacious would be the results, how much more pleasing and satisfactory the labors of the teacher, how much more enjoyable the life of the pupil.

It may be urged, and with a show of reason, that there are in all schools more or less of vicious boys and girls, with whom it is necessary to deal severely; and that only the very strictest discipline will avail. Granted, as to the first part; but did any one

ever know of a bad boy being reclaimed by severe measures? He may be wrought upon and brought over by kindness and love, by fear and harsh treatment, never. If after a reasonable experience such characters are found to be incorrigible, there is but one course to pursue—expulsion. This may seem severe, but it is the only alternative. The influence of such a boy for evil is incalculable, and it is positively wrong to allow such a character to remain in a school to contaminate the minds and morals of better disposed children, to stir up a spirit of insubordination among those who would otherwise conduct themselves properly.

The day of straight-laced, domineering, fear-inspiring school-keeping is past; the school-master is abroad in the land, indeed, but he comes as a gentleman of refinement, a man of culture and of broad learning among the young people, honor, confidence and esteem, the actuating principles of his life; and we find his pupils obedient and attentive, led on by the power of his influence and love to put forth every effort to gain his continued confidence. So ought it to be, and may the time soon come when the teacher shall gather his pupils around him, and he shall be their rule, their law, leading and guiding them by the invisible, yet irresistible emanations of his love, when duty, not discipline, shall be law, and law shall be love.

THE SCHOOL is a true democracy. No rule or law should be passed without the consent of the governed. If pupils do not realize it to be their duty to obey a command it will not be obeyed. Before requesting anything of a pupil cause him to see that it is to his advantage to do it. My best success in school government is in having few rules and none to which the school does not give its consent. Thus, the pupils are thrown upon their own responsibility and learn to *govern themselves*, and are better prepared for the duties of life when they become men and women. Always give your pupil a chance to do what is right. It is the teacher's duty *to teach not to govern*.—G. W. Hoenshel.

THE ENGINE.

A MEDLEY READING.

[Adapted to four readers, or multiples of four. They should stand in a line or semicircle, each person being numbered and reading only those lines indicated by his number. Boys' voices are better suited to this piece than girls', for many parts require heavy tone. Begin with very slow rate, and increase the rate up to the fourth or fifth line, and at the end decrease gradually in the same way. All the body of the piece should be given with a uniform fast rate, the character of the selection requiring a rhythm that would be inexcusable in other concert exercises. Do not attempt this without thorough drill, and pay attention to the harmony of voices. The writer knows of no other teacher using a similar exercise, but he believes it a good one when well done.]

1.— With a *clang*!

1, 2.— With a *clank* and a *clang*!

1, 2, 3.— With a *clamor*, a *clank*, and a *clang*!

All.—With *clatter*, and *clamor*, a *clank*, and a *clang*!

“ With *veins* full of *fire*, and the *artery steam*,

“ Roused to the pulse of a feverish dream;

“ With a grey plume trailing, fleecy and pale,

1.—Like mist-boats sailing to sea with the gale;

1, 2.—With the ring and the rattle of lever and wheel,

3, 4.—And the blow and the battle of track and of steel;

1, 4.—With the tremulous spring, like the launch of a wing

2, 3.—From the condor's cliff, where the wild vines cling;

1.—An eagle of iron, with sinews of steel,

1, 2.—And blow of a pinion like avalanche peal;

3.—With talons of flame and a blaze in the blood,

4.—I tunnel the mountain and compass the flood;

1.—I startle the morning and shiver the noon;

2.—And splinter the cold, pale rays of the moon;

3, 4.—From pine and from granite to orange and palm;

1, 2.—From storm of sleet fury to zephyrs of balm;

1, 4.—From Allegan summit to Michigan's wave,

2, 3.—From the life of the East to the pioneer's grave,

1.— Dragging a train

- 3, 4.— As a flying prisoner drags his chain ;
 2.— Climbing the grade
 3, 4.— Panting and sullen, but undismayed.
All.—Then away to the prairie with antelope speed,
 “ Belting the forest and skimming the mead,
 “ Awaking the bear from its underground lair,
 “ And startling the deer to a leap in the air ;
 1, 2.—Breaking the Indian’s solitude rest,
 3, 4.—Pushing the buffalo far to the west ;
 1, 4.—Skirting the current with spur and with thong,
All.—Where the drain of the continent thunders along ;
 2, 3.—Mixing and mingling the races of men,
All.—Bearing the *Now* in advance of the *Then* !
 “ Then ceasing the rattle of lever and wheel,
 2, 3 4.—And parting the battle of track and of steel,
 3, 4.—And ending, at last, the roll and the race,
 4.—And checking the flight into gradual pace—
All.—With clatter, and clamor, a clank, and a clang !
 1, 2, 3.— With a clamor, a clank, and a clang !
 1, 2.— With a clank and a clang !
 1.— With a clang !
 —*Fenno’s Elocution.*

BOYS AND TRADES.

I believe in those schools where boys can learn trades. Peter the Great quit his throne, and went off to learn how to build a ship, and he learned from stem to stern, from hull to mast, and that was the beginning of his greatness. I know a young man who was poor and smart, and a friend sent him to one of those schools up North, and he stayed two years, and came back as a mining engineer and a bridge-builder, and last year he planned and built a cotton factory, and is getting a large salary.

How many boys are there who can tell what kind of native timber will bear the heaviest burdens, or why you take white oak for one part of a wagon, and ash for another, or what timber will last longest under water, and what out of the water? How many know sandstone from limestone, or iron from manganese? How many know how to cut a rafter or a brace without a pattern? How many know which turns the fastest—the top of the wheel or the bottom, as the wagon moves along the ground? How many know how steel is made, and how a snake can climb a tree?

How many know that a horse gets up before, and a cow gets up behind, and the cow eats grass from her, and the horse eats to him? How many know that a surveyor's mark upon a tree never gets any higher from the ground, or what tree bears fruit without bloom?

There is a power of comfort in knowledge, but a boy is not going to get it unless he wants it, and wants it bad, and that is the trouble with most college boys, they don't want it. They are too busy, and haven't got time. There is more hope of a dull boy who wants knowledge than of a genius, for a genius generally knows it without study. These close observers are the world's benefactors.—*Bill Arp*.

NEWS AND NOTES.

TRINITY COLLEGE began its fall session August 19th.

SALEM FEMALE ACADEMY will begin its 82d annual session September 1st.

CONCORDIA COLLEGE at Conover, Catawba county, has nearly ninety students.

SPARTA INSTITUTE, Alleghaney county, Rev. S. W. Brown, Principal, has opened well.

POLLOCKSVILLE, Jones county, is to have a new Academy built, and a good teacher this fall.

GRAHAM NORMAL COLLEGE, Rev. W. S. Long, A. M., President, opens fall term August 31st.

CATAWBA COLLEGE, Newton, Rev. J. C. Clapp, D. D., President, opened its 41st term August 3d.

THE VILLAGE OF HARMONY, Iredell county, has completed a large and elegant academy building.

PLEASANT LODGE ACADEMY, Alamance county, Prof. T. M. Robertson, Principal, opened with 70 pupils.

WAKE FOREST COLLEGE, Rev. C. E. Taylor, D. D., President, will open its fall (51st) session September 1st.

CAMDEN COUNTY has levied a special school tax of \$1,500, to secure a four months' term in the public schools of that county.

CENTRAL INSTITUTE at Littleton, Halifax county, Rev. J. M. Rhodes, Principal, is being enlarged and improved for greater usefulness.

PEACE INSTITUTE begins its fall session on September 2d, with prospects for a larger attendance than ever before in the history of the school.

WAKE FOREST COLLEGE, at a late meeting of its trustees, unanimously voted to receive the sons of ministers of all religious denominations free of charge for tuition.

RALEIGH MALE ACADEMY, under the principalship of Profs. Hugh Morson and C. B. Denson, opens fall term August 31st, with very bright prospects for an increased patronage.

RUTHERFORD COLLEGE, Burke county, has added a chair of Pedagogics, under charge of its venerable President, where those desiring to enter the profession of teaching can be fitted for that work.

KINSTON GRADED SCHOOL is officered this session by Prof. G. A. Grimsley, Principal, Mr. H. C. Bowen, Assistant, and Misses Amelia Hardie, Cynthia Tull, Agnes Grady and Mrs. Geo. B. Webb.

IF YOU want a teacher or a position in a school, make application to the "Teachers' Bureau," Raleigh, N. C., and perhaps

the want can be supplied. No charge is made for any service rendered.

HON. JOHN C. SCARBOROUGH met with very gratifying success in his admirable management of the Boone Normal School. His many friends will be pleased to know that his efforts were so much appreciated.

THE GUILFORD COUNTY INSTITUTE, under the management of Mr. J. R. Wharton, County Superintendent, assisted by Profs. H. L. Smith and M. H. Holt, enrolled over seventy teachers, and nearly all were present each day.

BELVIDERE ACADEMY, Perquimans county, is one of the oldest educational institutions in the State, having been in successful operation for near fifty years. It is now ably managed by Miss Lizzie A. and Miss M. J. White.

THE HANDSOME new graded school building at Raleigh is being rapidly pushed forward. When finished, it will be the best arranged school building in the State, and all our teachers are invited to visit this school when they come to Raleigh.

THE PROGRESSIVE St. Mary's School is erecting a handsome Art building to take the place of the one destroyed by fire a short time ago. The new building will be of brick and elegantly equipped for Kindergarten and Primary work. A large number of new pupils have entered for the fall term.

THE CABARRUS COUNTY INSTITUTE did some excellent work. The instructors were Profs. T. J. Mitchell of Charlotte; H. C. Dunn of Harrisburg; R. S. Arrowood of Concord; Dr. Young of Concord; and Rev. G. F. Schaeffer of Mt. Pleasant. The entire institute was organized into a permanent county association.

THE UNIVERSITY OF NORTH CAROLINA has six new Professors. The Faculty of that grand old institution for the next term is as follows: Hon. Kemp P. Battle, LL. D., President; Faculty—in order of official seniority—Hon. Kemp P. Battle, LL. D., Professor of Political Economy, Constitutional and International Law; Rev. Charles Phillips, D. D. LL. D., Professor Emeritus of Mathematics; J. DeBerniere Hooper, A. M.,

Professor of the Greek Language and Literature; Rev. Adolphus W. Mangum, A. M., D. D., Professor of Mental and Moral Philosophy; Ralph Henry Graves, B. Sc., C. and M. E., Professor of Mathematics; George Tayloe Winston, Professor of the Latin Language and Literature; Francis Preston Venable, Ph. D., F. C. S., Professor of General and Analytical Chemistry; Joseph Austin Holmes, B. Agr., (Cornell), Professor of Geology and Natural History; Joshua Walker, C E., Professor of Natural Philosophy and Engineering; Hon. John Manning, LL. D., Professor of Law; Rev. Thomas Hume, Jr., M. A., D. D., Professor of the English Language and Literature; Nelson B. Henry, Professor of the Science and Art of Teaching; Walter D. Toy, M. A., Professor of Modern Languages; William B. Phillips, A. B., Ph. D., Professor of Agricultural Chemistry and Mining; James Lee Love, A. B., Assistant Professor of Mathematics; George F. Atkinson, Assistant Professor of Natural History; Thomas W. Harris, A. M., M. D., Professor of Anatomy and Materia Medica; Assistant Professor of Engineering and Physics to be elected.

WHAT AN EDUCATED MAN OUGHT TO KNOW.

According to Ruskin an educated man ought to know these things: "First, where he is—that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—that is to say, what chances or reports there are of any other world beside this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued in the learning of them that he is ready to do what he ought, is an educated man; and the man who knows them not is uneducated, though he could talk all the tongues of Babel.

IN THE SCHOOL-ROOM.

THE GREATEST COMMON DIVISOR.

A good rule for the greatest common divisor is the following, and every pupil will do well to memorize it:

“The greater by the less divide,
The less by what remains beside,—
The last divisor still again
By what remains—till naught remain,
And what divides and leaveth naught,
Will be the common measure sought.”

WHEN THE YEAR BEGINS.

The year never begins at 12 midnight of December 31st. The good people who go to church watching for the new year to commence when the midnight hour strikes, do a good thing religiously, but they might as well wait till morning or till noon of January 1st, and would be just as nearly right. The new year may commence anywhere between midnight of December 31st and midnight of January 1st. The year contains 365 days, 5 hours, 48 minutes, 57 seconds and a fraction. Hence, if it should commence exactly at midnight, in any given year, it would commence the following year at 11 minutes of 6 A. M., the following year, at 22 minutes of 12 noon, the next year at about half past 5 P. M., and never in a million years, or even a cycle of ages, would the year commence again at 12 midnight.

A SINGULAR PLANT.

One of the most interesting and curious plants of which we have any knowledge, says the *Floral Cabinet*, grows in India. It is one of the Pitcher-plant family, the *Dischida Rafflesiana*. It creeps with a long, twining stem, which is destitute of leaves until near its summit. This stem may extend a hundred feet or more from the roots. It would seem that both the length of stem and the fewness of the leaves would make it difficult for the flow of sap to be maintained.

However this may be, whatever may be the possibilities of nature in this direction for the plant, we perceive a curious provision by which it is largely independent of its ground roots, either for moisture or food. Along the stem we find suspended long cylindrical vessels, apparently formed of a leaf with the edges rolled toward each other, and adherent, with an open mouth. These commonly contain water gathered from rain and dew, and form a trap for ants and insects, which go there to quench their thirst, but find an untimely grave.

The decay of these forms a nutritive fluid, from which the plant might feed if it only had a way of reaching it with its roots. Rootlets spring from the stem and enter the vessel to drink and feed from a fluid a cunning instinct has contrived. We are almost tempted to say the genius of this plant is superior to its morals. There is no innocence in laying a trap for the poor fellow who seeks your spring for a drink, and drowning him and eating him in secret.

The heights by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upwards in the night.

—Longfellow.

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1885-'86.

DR. R. H. LEWIS, Kinston,	-	-	-	President.
EUGENE G. HARRELL, Raleigh,	-	-	-	Secretary.
E. M. GOODWIN, Raleigh,	-	-	-	Assistant Secretary.
ROBERT S. ARROWOOD, Concord,	-	-	-	Treasurer.

VICE-PRESIDENTS.

- | | |
|--------------------------------|------------------------------------|
| 1. CHARLES D. McIVER, Winston. | 6. N. C. ENGLISH, Trinity College. |
| 2. E. P. MOSES, Raleigh. | 7. W. L. POTEAT, Wake Forest. |
| 3. J. W. STARNES, Asheville. | 8. ROBERT BINGHAM, Bingham School. |
| 4. E. A. ALDERMAN, Goldsboro. | 9. S. M. FINGER, Raleigh. |
| 5. H. L. SMITH, Selma. | |

EXECUTIVE COMMITTEE.

DR. R. H. LEWIS, *ex officio* Chairman, Kinston.

EUGENE G. HARRELL, Raleigh.	Miss FANNIE EVERITT, Statesville.
SAMUEL C. SMITH, Greensboro.	" MARY R. GOODLOE, Asheville.
HUGH MORSON, Raleigh.	" MARY T. PESCU, Raleigh.
GEORGE T. WINSTON, Chapel Hill.	" MAMIE W. CALDWELL, Greensboro.
H. L. KING, Asheville.	" BESSIE FANNING, Durham.
D. L. ELLIS, New Bern.	Mrs. SALLIE R. DIXON, Snow Hill.

SECOND ANNUAL SESSION.

The teachers of North Carolina have been for months looking forward with the greatest interest and pleasure to their second annual assembling at one of the most delightful, beautiful and healthful summer resorts of our magnificent mountain country. The importance of the gathering has been fully realized by every North Carolinian who is interested in the educational progress of our State, and it was expected that the attendance would be large, but the great number of most cultured and enthusiastic North

Carolina teachers who assembled at Mount Mitchell Hotel, Black Mountain, N. C., far surpassed all our expectations, and the number increased from day to day until over six hundred teachers had gathered at the meeting! Every nook and corner of the large hotel and of all the neighboring houses was filled to its utmost capacity with the Assembly, and even though sometimes uncomfortably crowded, the entire company kept in brightest of spirits and best of humor, and the heartiest good feeling and happiness prevailed at all times. Surely no more splendid corps of cultured and refined ladies and gentlemen can be seen anywhere, and the very highest praise can be accorded to our North Carolina teachers for their uniform courtesy, and kind consideration for the comforts and enjoyments of one another.

The ride over the Blue Ridge Mountains was exceedingly pleasant, and what a revelation of grandeur to our eastern teachers were the magnificent landscapes of towering mountains and lovely valleys covered with the richest of foliage. Many expressions of delight fell from the lips of the visitors as their hearts swelled with appreciation of the beauty and splendor of our mountain scenery.

The Assembly organized for work on Thursday morning, June 11th, being welcomed in a hearty speech by Mr. J. W. Starnes, County Superintendent of Buncombe; and Dr. R. H. Lewis, President of Kinston College, was elected President. Dr. Lewis, President of the Assembly, is one of the most progressive teachers in eastern Carolina, and he is also a high-toned, cultured Christian gentleman, and his election to the Presidency gave universal pleasure and satisfaction. The entire work of the session was practical and valuable to the highest degree, and constant enthusiasm prevailed. The Assembly had secured a splendid corps of instructors from abroad, and the earnestness of the work done by Colonel Francis W. Parker, Mrs. F. W. Parker, Mrs. Rebecca Rickoff, Dr. A. N. Van Daell, Prof. Geo. E. Little, supplemented by the admirable lectures and talks by Prof. Geo. T. Winston, Maj. Robert Bingham, Prof. "Harry" Smith, Dr. R. H. Lewis, Profs. Samuel C. Smith, D. L. Ellis, J. Y. Joyner,

C. A. Smith, W. L. Potcat, E. P. Moses, E. A. Alderman, G. W. Mewborn, Revs. G. F. Shaeffer, B. G. Marsh, A. R. Morgan, Misses Mollie Goodloe, Clara Whitaker, Mary Pescud, Rachel Brookfield, Mamie Caldwell, Fannie Cox and hosts of other leading teachers of our State, left an impression upon the entire Assembly, the benefits of which will be felt and seen for a decade in North Carolina schools. The pleasant, kind and encouraging words of Major S. M. Finger, our State Superintendent of Public Instruction, were greatly enjoyed and appreciated, and the heartiest co-operation and support of the teachers in the State were cordially and sincerely pledged to him and all his official work.

The entire session of the Assembly was an entirely successful and gratifying one, and the exceedingly pleasant reunion of North Carolina teachers with the many acquaintances there formed, has made the professional bonds stronger than ever before, and organized our common interests for greater work and greater success in the school-room, and in this way North Carolina is to lead her sister States of the South in educational progress.

THE COMMITTEE OF ARRANGEMENTS for selecting the next session of the Assembly, and also for choosing the site for permanent location, has visited the most prominent points in the State for this purpose, and submits the following report:

To the North Carolina Teachers' Assembly:

Your committee for selecting the place of the next annual session of the Assembly, and also the point for permanent location, has visited all the places where the Assembly could be accommodated and has carefully considered the advantages of each place. Every kindness and hospitality was extended to us during the trip, and so many admirable propositions were made in regard to the next session that we found it difficult to make a selection. The whole field was viewed with greatest care, and our unanimous choice was given to the Mount Mitchell Hotel at Black Mountain as the place for holding our next annual session. This place is easy of access, beautifully situated, and is, perhaps, the healthiest point on the Blue Ridge Mountains. The hotel is completed, and the commodious Assembly Hall is handsomely finished and furnished. Extra sleeping rooms for two hundred persons are to be added, and this will provide ample accommodation for nearly a thousand people. The Mt. Mitchell Hotel is but seven miles from the celebrated Black Mountain, and is the most accessible place in the west to all the points of

interest which our teachers desire to visit, and the facilities for sight-seeing and enjoyment are greater at this point and the expenses are less than at any other place in the State, and we are sure that the selection will give universal satisfaction. The meeting will be held from June 22d to July 6th, just fifteen days, and the rates of board will be six dollars a week during the session. Those desiring to remain longer than July 6th can do so at one dollar per day until August 1st. The Grand Central Hotel at Asheville will give the same rates to members of the Assembly and will furnish horses and vehicles for riding at about one-half the regular rates. Every arrangement has been made for the comfort and enjoyment of our teachers, and we look for a very large and most pleasant session. Our report upon permanent location will be submitted to the Assembly at the next annual session.

R. H. LEWIS, President.

R. S. ARROWOOD, Treasurer.

E. G. HARRELL, Secretary.

SEPTEMBER 1, 1885.

THE FULL proceedings of the second session of the Assembly will be issued soon in pamphlet form for permanent preservation, and a copy will be sent to every member.

THE FIRST BUSINESS of the Assembly after its organization was the adoption of a resolution heartily thanking the press of the State for very kind and valuable aid in behalf of the Assembly and education in general in North Carolina.

THE REPORT of Mr. R. S. Arrowood, our excellent Treasurer, shows that the entire expenses of the session have been paid in full and a balance of \$164.40 now remains in the treasury. The entire Assembly fund was provided by the members, and no outside help has been asked or received. This means progress, and North Carolina is proud of her teachers.

THE TEACHERS' ASSEMBLY has been the means of securing good situations for a large number of teachers, and it is intended to make this feature even more practical and valuable to our teachers. The "Teachers' Bureau" has been frequently consulted by school committees and others wanting teachers, and some of the best positions in the State have been obtained through this agency. The Assembly extends this aid to teachers without any charge whatever.

ASSEMBLY ECHOES OF 1885.

HAVE NONE but just rules and be firm in their administration.
—*Dr. A. N. Van Daell, Burlington, Vt.*

NEVER PRAISE a child for excellent work, but praise him for effort.—*Col. F. W. Parker, Normal Park, Ill.*

THE TEACHER must love children or she ought not to engage in the profession.—*Rev. G. F. Shaeffer, Mt. Pleasant.*

THE BEST way of keeping the little ones busy is to use the blackboard freely.—*Miss Rachel Brookfield, New Bern.*

THE TEACHER should have a bright, happy disposition, and her enthusiasm will be reflected in the children.—*Miss Fannie B. Cox, Winston.*

BE QUICK to compliment the little ones on their work and thus they will be encouraged to greater efforts.—*Miss Clara Whitaker, Enfield.*

DON'T MAKE too many rules in school government—only three are necessary; obey well, behave well, study well.—*S. C. Smith, Greensboro.*

MAKE THE school-room as beautiful as possible, that it may make a beautiful impression on the children.—*Mrs. Rebecca A. Rickoff, Yonkers, N. Y.*

GET THE pupils thoroughly interested in their school and its work and the interest of patrons will certainly follow.—*Miss Mary R. Goodloe, Asheville.*

LOVE FOR teaching, plus a thorough knowledge of the subject, plus the pupil seeing that he will be benefited, equals or awakens an interest in study.—*Z. D. McWhorter, Bethel.*

MAKE YOUR children feel that they are coming to school for the purpose of improvement and not simply for keeping them out of mischief at home.—*Miss Mary T. Pescud, Raleigh.*

EVERY STUDENT can be classed as drafted or volunteer. It is the duty of a teacher to so conduct his or her school that all these drafted pupils become volunteers.—*Dr. R. H. Lewis, Kinston.*

YOU MUST make every child feel that he has a strong, warm friend in the teacher and they will respect your rights more, love you more and be more and more interested in the success of the school.—*J. Y. Joyner, Winston.*

LET US work manfully and unitedly in placing North Carolina on the very highest plane of prosperity, for this is to be done by the teachers who are progressive.—*Hon. S. M. Finger, State Superintendent of Public Instruction.*

THE STATE depends largely upon the female teachers for most of the teaching that is done, and the State ought to establish a place where our women could be trained to be the very best teachers.—*Maj. Robert Bingham, Bingham School.*

IF WE would make scholars of our pupils we must first make scholars of ourselves. The pupils must drink from a living stream. Cultivate a love for reading current literature which is of a standard order.—*E. P. Moses, Raleigh.*

THE FOLLOWING lines, from one of the old masters, contain twenty-one words. The remarkable thing about them, however, is that the initial letters of the words are the initial letters of the Presidents, in regular order:

“Wisdom and justice many men admire;
Jarring vice harms truth’s pure, trembling fire;
Pray be loyal, just; go! highest good acquire.”

“THERE IS a power to make each hour
As sweet as heaven designed it!
Nor need we roam to bring it home,
Though few there be that find it!
We seek too high for things close by,
And lose what nature found us;
For life hath here no charm so dear
As home and friends around us.”

EDITORIAL.

"WHETTING THE SCYTHER."

The educational work in North Carolina during the past summer has far excelled anything of the kind ever before seen in the State, and no other State in the South has equalled North Carolina in honest, faithful, systematic and progressive effort towards making her educational advantages equal to any in the Union.

The work commenced by the great assembly of teachers at Black Mountain, which comprised over six hundred of the representatives from almost every leading school of the State. The Assembly proved its earnestness by bringing together the ablest faculty of eminent speakers and lecturers, both of home and foreign talent, that has ever before been seen in the State. All the Normal schools have been unusually successful, and the attendance upon each one was entirely satisfactory. The Institutes have been better conducted and more largely attended than ever before, and a spirit of general enthusiasm and progress has prevailed at every educational gathering throughout the State. Every school is feeling the impetus of this grand forward movement by our teachers, and even the most remote country school is wheeling into line under the inspiration of its teacher who has caught the enthusiasm of progress from the Teachers' Assembly, Normal schools or other gatherings of our teachers. Are you striving to keep abreast of the times and are you taking advantage of every opportunity for "whetting the scythe," or will you be content to remain in the "old ruts" until the ambitious teachers leave you far in the rear?

THE TEACHER has almost doubled its subscription list during the summer, and returns sincerest thanks.

WE THANK our friends for the many items of school news which they have so kindly sent to us, and we trust that every teacher and school officer will continue to keep us posted in all educational matters in their communities.

THE TEACHER, like all other good teachers, has been taking a vacation during the summer. And again, like all other good teachers, it now resumes work after a two months' rest, and is ready to wage an aggressive campaign in behalf of our schools and teachers.

IN THE summer of 1883, we spent at Haywood White Sulphur Springs some very pleasant weeks with Rev. M. L. Wiliston, of Davenport, Iowa. He is an educator of great prominence in the west, and contributes a capital article to this issue of THE TEACHER. We ask your careful attention to his thoughts, which give the parents' idea of what is to be the teacher's proper work.

THROUGH THE kindness of Mr. W. H. Shelly, of York, Penna., publisher of "The Fountain," we present our readers a very pretty school song, "Music Everywhere." This is a piece of music from "The Fountain Song Book," a most excellent collection of original songs for institutes and day-schools. The book contains 32 pages and is furnished at the remarkably low price of eight cents per copy.

THERE IS one improvement in our Normal School work which we suggest for next year. The "Model Primary Class" ought to be taught at a certain hour in the presence of the entire Normal. The custom which now prevails of teaching this class in a separate room takes the instruction entirely away from the teachers who most desire it, unless they leave some of the other exercises of the Normal to visit this class.

ON THE first Monday in September, the County Boards of Education throughout the State will meet to elect School Committees for the ensuing two years. This is an important office in our school system, and it is well for us to see to it that competent men are chosen to the positions. With a good Board of Educa-

tion, a live County Superintendent and competent School Committees, a county is sure to have good schools.

DON'T FRET because we have not everything that is to be desired in our educational system. In school matters, North Carolina has placed herself in line with the liveliest of her sister States. Let us be thankful for this and redouble our energies toward grander achievements. We have little to regret, but much to be proud of, and a great deal to strive after. Take courage, and let the whole line move onward.

EVERY TEACHER needs a good, handy Dictionary, and we know of none better than "Webster's Practical Dictionary." It contains over 600 pages and is surprisingly complete. The price is \$1.00, and we will send THE NORTH CAROLINA TEACHER for one year and a copy of the Dictionary by mail, post-paid, for \$1.50. For \$1.40 we will send THE TEACHER for one year and a nice, practical, six-inch Globe by mail, post-paid.

THE TEACHER enters upon its third volume with this issue, and it begs to return sincerest thanks to the great army of noble workers, known as North Carolina teachers, for the hearty support which has been so freely given to the magazine, and in return, we promise you our best efforts toward giving you an educational journal which will always stand firmly and faithfully *by* our teachers, *with* our teachers, and *for* our teachers.

DID YOU attend the Teachers' Assembly at Black Mountain? Did you go to any Normal School? Have you been working in your County Institute? Have you made the acquaintance of your fellow-teachers, receiving encouragement from them and giving some new ideas in return? Have you tried to catch some of the educational inspiration and enthusiasm which is now prevailing in our dear old North Carolina? If your answer is "yes" to these questions, you will go to your fall work with more energy than ever before, and your greater success is certain.

OUR STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, Major Finger, is making a splendid record for faithfulness and energy in promoting our school interests. At nearly every meet-

ing of teachers held during the summer his co-workers have had the pleasure of clasping his hand and listening to his kind and encouraging words. He has been every where most cordially received, and his judicious and conservative policy has found heartiest support and warmest endorsement. In all the history of the State there has never before been such perfect harmony of our public and private school interests, and this unity of purpose means great strength and progress.

THERE EXISTS a strong demand in North Carolina for a permanent Normal School for the proper training of our young men and women who desire to make a profession of teaching. The recent session of the Teachers' Assembly discussed this matter fully and the proposition met with unanimous approval. THE TEACHER has long seen the need of such an institution and has been advocating the enterprise for months. Many personal letters have been written to prominent teachers upon the subject and it found favor with every one. Why should not North Carolina provide proper training for her teachers instead of compelling them to go into other States to seek it? Let us keep our teachers at home and aid them in building up our own State, and thus improve our schools at the same time. The new chair at our University is a grand step in the right direction, but the female teachers are excluded from this training, and hence the need of the Normal.

ABOUT OUR TEACHERS.

MISS EMMA INGOLD is teaching in Catawba county.

MISS MOLLIE FETZER is teaching in Cabarrus county.

MR. GEO. BLOUNT is teaching at Pineville, Pitt county.

MR. J. C. WYNNE is teaching at Mill Hill, Pitt county.

MISS EVA WILLIAMS is teaching in Washington county.

MR. J. C. PINNIX is teaching at Clingman, Wilkes county.

MR. W. P. CLINE is teaching near Jimes, Davidson county.

PROF. J. C. McEWEN is teaching at Wheeler, Ashe county.

MISS ADA GRAHAM is teaching at Newton, Catawba county.
MISS KATIE PELL is teaching near Meadows, Stokes county.
MISS HATTIE JONES is teaching at Leonsburg, Hyde county.
MR. M. L. WHITE is teaching at Polkville, Cleveland county.
MR. P. W. PATTON is teaching at Granite Hill, Iredell county.
MR. J. R. TINGLE is teaching near Grantsboro, Pamlico county.
MISS ADDIE WILSON is teaching at Big Ridge, Jackson county.
MISS MARY LOU BROWN is teaching in Clinton, Sampson county.
MISS LOUISA ALBRITTON is teaching near Hanrahan, Pitt county.
MISS LULA BARNHILL is teaching near Hamilton, Martin county.
MISS LAURA WHITLEY is teaching near Pantego, Beaufort county.
MR. A. S. MCRAE is teaching near Erie Mills, Montgomery county.
MR. JAMES R. SADLER has a fine school at Fairfield, Hyde county.
MR. WILLIAM POWELL is teaching near Spring Green, Pitt county.
MR. G. N. SCARBORO is teaching at Mt. Gilead, Montgomery county.
MISS BETTIE CURRIE is teaching at Old Hundred, Richmond county.
REV. N. E. PRICE is Principal of the Bath Academy, Beaufort county.
MR. THOMAS L. WILLIAMS is teaching near Gum Swamp, Pitt county.
MR. T. V. Goode is Principal of Waco High School, Cleveland county.
MISS A. H. MOORE, of Murfreesboro, has been teaching at Conway, S. C.
MR. C. W. SNELL is teaching near Mackey's Ferry, Washington county.
PROF. W. P. JARVIS is in charge of Mars Hill College, Madison county.
MR. MINOS MEARS is teaching the Mill Branch School, Columbus county.
MR. W. H. RHODES is teaching at Cypress Creek, Comfort, Jones county.
MR. W. V. SAVAGE is principal of Westfield High School, Stokes county.
MR. THOMAS FOUST, Jr., is teaching at Caldwell Institute, Orange county.
MR. CLAUDE WICHARD is teaching at the Blount school house, Pitt county.
PROF. S. D. BAGLEY will open a high school in Jamesville, Martin county.
MISS NETTIE WINFIELD is teaching near Tranter's Creek, Beaufort county.
MISS MARY H. MARRIOTT is teaching at Battleborough, Edgecombe county.
MR. GEORGE PATRICK, of Lenoir county, is teaching in Buncombe county.
MR. W. E. MEWBORN is Principal of Trenton High School, Jones county.
MRS. R. H. LANE is teacher of music in Aurora Academy in Beaufort county.
MR. A. J. BURRIS is Principal of Baltimore High School, Yadkin county.
MISS BETTIE C. WHITEHEAD is teaching at Battleboro, Edgecombe county.
MISS LEUGENIA BATCHELOR is teaching near Green Level, Wake county.

MR. ROBEY JOHNSTON will open a school at Sweetwater, Watauga county.

MISS ANNIE SCALES has been appointed a teacher in the Greensboro Graded School.

MR. J. R. RUST, late of Wake county, has a good school at Salem, Burke county.

MR. J. DAN. MILLER, of Kinston, is engaged in teaching in Buncombe county.

MR. FERNANDO GAINER is teaching at Brown's School-house, Martin county.

MISS CARRIE PELL is the new music teacher at Oak Ridge Institute, Guilford county.

MISS NANNIE E. LATHAM is Principal of Fountain Hill Institute, Lenoir county.

MISS ESTHER A. BOLICK has opened a school at Taylorsville, Alexander county.

MRS. LELIA HAMMOND is teacher of music in Bethel Academy, Pitt county.

MISS RETTIE ENGLISH is music teacher at Bush Hill Academy, Randolph county.

MRS. D. M. HARGROVE will open a school for girls at Wadesboro, Anson county.

MISS BETTIE CLARKE, of Halifax, has taken a school at Oxford, Granville county.

MR. JOHN T. PARIS has a flourishing school at Turnersburg, Iredell county.

MR. JAMES CLAMPITT is Principal of Keeversville High School, Catawba county.

MRS. WILTON, of Florida, has a flourishing school at Jefferson, Ashe county.

MR. W. K. BROWN has taken charge of Lumber Bridge Academy, Robeson county.

MISS RACHEL C. SCARBOROUGH is teaching at Falling Creek, Lenoir county.

MR. DAVIS, of Jonesboro, Principal of High School, Moore county, has resigned.

MR. RICHARD NEAL (Uni. N. C.) has charge of Woodville Academy, Bertie county.

MR. LAURIE L. PRITCHARD will take charge of a school at Willard, Pender county.

PROF. NORWOOD has been elected to the Chair of Natural Science in Davidson College.

MISS ALICE A. THOMPSON, of Goldsboro, is engaged in teaching at Newark, New Jersey.

MISS SACKIE NOOE will teach vocal music in the Southern Normal School, at Lexington.

MISS CARRIE HARDING, of Lenoir, is teaching at Black Mountain, Buncombe county.

MISS MARY BELLE MCKAY, of Harnett, is teaching near Green Level, in Wake county.

MISS M. WESSIE GOODE is in charge of the music department of the Shoe Heel Institute.

MISS ANGIE E. CALDWELL is primary teacher in the Piedmont Seminary at Lincolnton.

PROF. J. Y. JOYNER, of the Winston Graded School, will enter the profession of law.

MR. J. B. NEWTON is Principal of the Grange High School, Aulander, Bertie county.

MISS ALICE PELL will teach the music class of Mt. Olive High School, Wayne county.

MR. ROBERT C. GULLEY is teaching near Clayton, Johnston county. He has 55 scholars.

MR. GEORGE W. BIRD is teaching at Price's Creek, Cane River P. O., Yancey county.

MRS. ROGERS, wife of Rev. Dr. Rogers, President of Yadkin College, died Sunday, July 5.

MISS LILY LONG, of Charlotte, takes a place as teacher in the Statesville Female College.

MR. J. W. STAFFORD is Principal of the High School at Bakersville, Mitchell county.

MR. C. F. SWICEGOOD has been engaged as Principal of Shiloh Academy, Davidson county.

MR. W. P. CLINE assisted in conducting the Teachers' Institute for Davidson county.

MR. C. L. RIDDLE, of Hertford, will abandon teaching and enter the profession of law.

MISS KATE HARRIS opened a school at Concord, Cabarrus county, on the 31st of August.

MRS. GEN. WILLIAM PENDER has been appointed Postmistress at Tarboro, Edgecombe county.

PROF. H. L. SMITH, of Selma Academy, conducted the Teachers' Institute for Guilford county.

MR. Z. V. TAYLOR (Oak Ridge Institute) is in charge of Carolina Academy, Moore county.

MR. J. R. HUNTER (Wake Forest) has taken charge of the Academy at Apex, Wake county.

PROF. R. K. MEADE, of Highland Academy, Hickory, spent his vacation at Charlottesville, Va.

MISS BLANCHE B. PENDLETON, of Warrenton, will teach in the Thomasville Female College.

REV. I. L. CHESTNUTT will continue as Principal of Farmville Collegiate Institute, Pitt county.

MR. C. RADFORD, late of Smithfield, will take charge of the school at Fremon, Wayne county.

MISS CLARA MORRIS, of Nixonton, Pasquotank county, is teaching at Hickory Ground, Virginia.

MR. F. B. STICKNEY is principal of Bath Academy, Beaufort county—the oldest town in the State.

MRS. B. S. UTLEY will give lessons in ornamental art in Holly Springs Institute, Wake county.

CAPT. JOHN DUCKETT, of Greenville, gave us a pleasant call on his return from the Boone Normal.

MR. F. P. WYCHE, A. B. (Trinity College), is Principal of Mason's Cross Academy, Anson county.

MISS BELLE BOGER will continue as assistant in the Mooresville Female Academy, Iredell county.

MISS MATTIE PALMER is teacher of music in the Southern Normal at Lexington, Davidson county.

MISS MAGGIE KIRKPATRICK has taken charge of a school in Saulston township, Wayne county.

PROF. D. HARVEY HILL, a graduate of Davidson College, is a professor in the University of Georgia.

PROF. S. C. LINDSAY, of Kernersville High School spent his vacation with friends in Orange county.

MR. C. R. HARDING, of Graham, N. C., is Professor of Greek at Hampden-Sidney College, Virginia.

MR. GEORGE W. HOLMES reports his prospects at Bethel Academy, Alamance county, as very fine.

REV. S. R. TRAWICK is principal of an excellent school for young ladies at Shoe Heel, Robeson county.

PROF. OSCAR WILSON, of Bush Hill, has charge of the school at Franklinsville, Randolph county.

REV. J. H. BOOTH is Principal of Lick Creek Academy, near Bringle's Ferry, Davidson county.

MR. HENRY E. THOMPSON (Uni. N. C.) is Principal of the Cameron Academy, Moore county.

MR. A. C. WEATHERLY, A. B., is Principal of Morning Sun Academy, at Fish Dam, Durham county.

MISS KATE SUTTON, of Raleigh, will open a select school for young ladies at Goldsboro, Wayne county.

MR. R. H. BROOM, of Monroe, Union county, is Principal of Spring Hill Academy, at Tradesville, S. C.

MISS JULIA WHITE of Belvidere, Perquimans county, has been teaching in Southampton county, Virginia.

MISS MAMIE CALDWELL has taken charge of the preparatory department of Greensboro Female College.

MISS LIDA W. JOHNSTON has taken charge of the music department of the Piedmont Seminary, Lincolnton.

REV. D. V. YORK is Principal of New Salem and Randleman High School at New Salem, Randolph county.

REV. J. N. STALLINGS has succeeded to the entire control of Thomasville Female College, Davidson county.

MISS ACCA WARREN will open a school for girls and small boys in the Academy, Greenville, Pitt county.

REV. LUTHER H. MCKINNON has been elected President of Davidson College, and has accepted the position.

MISS CLYDE RHODES, of Wilson, has engaged as music teacher in LaGrange Collegiate Institute, Lenoir county.

MISS L. FRANK HOUSTON is in charge of the primary department of Mt. Olive High School, Wayne county.

MISS KATE PEARSALL has charge of the intermediate department of Mt. Olive High School, Wayne county.

MR. B. T. MCBRYDE, A. B., is Principal of the Lumberton (Robeson county) High School for both sexes.

MISS FANNIE E. THOMPSON (a Chautauquan of '84-'85), takes charge of the Pittsboro Scientific Academy.

REV. J. W. BELK, of Rutherford College, has charge of a flourishing Academy at Old Fort, McDowell county.

MISS MARY J. WHITE, of Alamance county, is assistant in the new Graded School at Magnolia, Duplin county.

MISS E. A. DRAUGHON, of Shelby Female College, goes as a missionary to Indian University, Indian Territory.

PROF. COLLIER COBB, of the Wilson Graded School, spent his vacation in Massachusetts, in biological studies.

MRS. ANN L. THOMPSON (*nee* Dowd) has taken a position as teacher in the Holly Springs Institute, Wake county.

PROF. L. E. DUNCAN, of the Southern Normal at Lexington, conducted the Teachers' Institute for Lincoln county.

MISS ESTELLE HERMAN has charge of the primary department of Hookerton Collegiate Institute, Greene county.

PROF. HOTTENSTINE, from Pennsylvania, has charge of the Union High School, near Reepsville, Lincoln county.

MESSRS. J. J. and J. W. HENDREN (both Wake Forest) are Principals of Cedar Run Academy, Alexander county.

MR. ST. LEON SCULL, of Harrellsville (Uni. N. C.), has taken charge of the Enochsville High School, Rowan county.

MESSRS. W. M. and D. S. KENNEDY will continue their boarding school for boys and girls at Warsaw, Duplin county.

PROF. HUGHES, of Orange county, will open the new academy at Lovelady, Caldwell county, on the 1st of September.

MR. MARION BUTLER, A. B. (Uni. N. C.), has become Principal of Salem High School at Hnntley, Sampson county.

MR. E. F. WAKEFIELD is Principal of Wilson Academy, a high grade school for boys at Lenoir, Caldwell county.

MISS ROSA McCORKLE, of Salisbury, will open a school of vocal and instrumental music at Concord, Cabarrus county.

MISS MINNA B. PENICK (Peace Institute) will open her music school at Mooresville, Iredell county, September 1st.

GEN. D. H. HILL, formerly of Davidson College, has been elected President of an industrial college at Milledgeville, Ga.

MR. E. F. EDDINS assumes the duties of Principal of the Franklinton High School for males, and opened August 31st.

MISS MAUD M. FRONTIS is Superintendent of the female department of McLeansville High School, Guilford county.

MISS CARRIE D. ALBRIGHT, of Greensboro, has accepted the position of music teacher at Palmersville, Stanly county.

PROF. E. W. KENNEDY, Principal of the Durham Graded School, has been visiting his friends in Tennessee and Illinois.

REV. A. R. MORGAN, of Oak Ridge, has been selected as Principal of LaGrange Collegiate Institute, Lenoir county.

MR. W. B. HARRIS, of Summerfield, Guilford county, has established a high school at Stoneville, Rockingham county.

MISS FLORENCE L. ANTRIM, of Staunton, Virginia, presides over the art department of Gaston High School at Dallas.

REV. OSCAR HIGHTOWER, late of Williamston Academy, has become Principal of Jonesboro High School, Moore county.

MR. N. L. ANDERSON (Davidson College) has become assistant principal of Clinton Collegiate Institute, Sampson county.

PROF. L. W. BAGLEY (Wake Forest) opened a high school for boys at Littleton, Halifax county, on the 24th of August.

MISS SALLIE SPEED, of Scotland Neck, Halifax county, has found it necessary to call in an assistant in her growing school.

PROF. WILLIAM J. MARTIN will remain at his post in Davidson College, having been induced to withdraw his resignation.

PROF. M. C. S. NOBLE, Superintendent of the Wilmington Graded Schools, has been aiding in the Institute for Iredell county.

PROF. S. A. WOLFF, A. B., of Gettysburg, Pa., is in charge of the commercial department of Gaston High School at Dallas.

PROF. C. B. FRAZIER, of Bush Hill, Randolph county, has been elected Superintendent of the Greensboro Graded School.

MISS E. D. HUNDLEY and MISS LIZZIE LINDSAY will open a home school for boys and girls at Greensboro, Guilford county.

MR. L. N. RANES (Wake Forest), late of Smithfield Academy, has become Principal of the Rolesville Academy, Wake county.

PROF. JOHN B. ANTHONY, Jr., Principal of the graded school at Delano, Pa., has been visiting his brother at Concord, N. C.

PROF. C. A. SMITH (Davidson), late of Sanford High School, is Principal of the new academy at Princeton, Johnston county.

PROF. GEO. D. MEARES has taken the position of teacher of vocal and instrumental music in Kinston College, Lenoir county.

PROF. W. H. MICHAEL (Uni. W. Va.) has become associated with Prof. B. W. Ray in the Louisburg Practical High School.

CAPT. ROBINSON is Principal of the new Graded School at Magnolia, Duplin county, and has opened with sixty-one pupils.

REV. A. D. HEPBURN, D. D., late President of Davidson College, has left for his new home at Miami University, Oxford, Ohio.

MR. J. M. DOWNER takes charge of the new academy at Mocksville, Davie county. He will be assisted by Miss Mattie M. Eaton.

MISS L. C. CAMPBELL will take charge of the music department, calisthenics and chirography in the McLeansville High School.

MISS MARY J. LONG, formerly of Oakdale, N. C., is in charge of a flourishing school at Pleasant Union Academy, Harnett county.

REV. M. L. LITTLE, Principal of Gaston High School, at Dallas, informs us that his school has opened with very flattering prospects.

MRS. BETTIE V. SEIG, of Kernersville, Forsyth county, has accepted a place as teacher in a female seminary at Staunton, Va.

MRS. S. R. DIXON, Principal, and Miss Clara E. Dixon, assistant, have charge of Clarella Institute at Snow Hill, Greene county.

PROF. L. T. BUCHANAN, late of Raleigh Centennial Graded School, has become Principal of Hamilton Institute in Martin county.

PROF. J. M. WEATHERLY, late Superintendent of the Salisbury Graded School, will open a school at Jamestown, Guilford county.

PROF. E. A. ALDERMAN (University N. C.) succeeds Prof. E. P. Moses as Principal of the Goldsboro Graded School, Wayne county.

PROF. H. T. BURKE, Principal of Taylorsville Academy, taught Geography and Spelling in the Iredell County Teachers' Institute.

MISS JESSIE O. JONES will have charge of the Woodland Female Academy, Northampton county. A music department will be added.

PROF. D. MATT. THOMPSON, County Superintendent of Lincoln county, gave valuable assistance in the Iredell County Teachers' Institute.

MRS. WILLIAM SPEIGHT, of Goldsboro, will take charge of the primary department of LaGrange Collegiate Institute, Lenoir county.

HON. J. C. SCARBOROUGH, late State Superintendent of Public Instruction, is Chairman of the Board of Education for Johnston county.

MR. T. N. IVY is Principal of a High School at Mooresville, Iredell county. A reading-room has been established by the pupils.

MISS M. B. BLAIR, of Danville, Va., is teaching in the primary department, French and elocution in Bethel Academy, Pitt county.

REV. S. FRONTIS, A. M., has assumed the duties of Principal of Guilford High School for both sexes, at McLeansville, Guilford county.

MISS FANNIE S. MYRICK, of Murfreesboro, has accepted a position as assistant in the Selma Academy, Prof. Harry Smith, Principal.

REV. E. WARD (Wake Forest) has become Associate Principal of Ashpole Institute, Bobeson county, and entered on duty September 1st.

MR. ZEB. VANCE PEED, of Wake county, has been engaged as a teacher in the literary department of Oakdale Academy, Alamance county.

PROF. D. MATT. THOMPSON, formerly of Lincolnton High School, is Principal of Piedmont Seminary for males and females, at Lincolnton.

MR. THOMAS R. ROUSE, Ph. B. (Uni. N. C.), is instructor in German, Junior English and Mathematics in Kinston College, Lenoir county.

PROF. J. F. BROWER, A. M., is Principal of Rock Spring Seminary, Denver, Lincoln county. During the past session he had 138 pupils.

PROF. R. H. CLINE, of Newton, is Principal of Elk Knob Academy, Watanga county. He is a graduate of Roanoke College, Virginia.

PROF. L. E. DUNCAN and MISS LAURA E. CLEMENT will have charge of the public schools at Lexington county—an excellent arrangement.

PROF. ALEXANDER GRAHAM, of the Fayetteville Graded School, has been conducting a County Normal School at Bennettsville, South Carolina.

MESSRS. S. P. WILSON and Y. D. MOORE, both graduates of our University, have established Oak Forest Academy, near Lenoir, Caldwell county.

PROF. W. F. MARSHALL (Wake Forest), Principal of the Fair Bluff Academy, Columbus county, expects to erect a new building for his school.

MR. W. S. ALLEN, formerly of Franklin county, N. C. ("Bill Allen"), is principal of a flourishing school in Union, Franklin county, Missouri.

MISS EMMA C. BONNEY (Wellesly College, Mass.) has been re-elected a member of the Faculty of Claremont College, Hickory, Catawba county.

PROF. W. C. HAMMER is Principal of Fredonia Institute for males and females, near Jackson Hill, Davidson county. He has over 100 pupils.

MR. W. B. McILWAINE (Davidson College) has charge of Cross Roads Academy, Alamance county, and is giving entire satisfaction as a teacher.

MISS JANE LONG, of Peace Institute, takes a position in the public schools of Minneapolis, Minnesota. We regret to lose so accomplished a teacher.

MR. J. D. EZZELL, A. B. (Trinity College), has assumed the duties of Principal of Union Male and Female Academy, near Clinton, Sampson county.

PROF. T. J. MITCHELL, Superintendent of the Charlotte Graded School, assisted Superintendent Smith in conducting the Cabarrus County Institute.

MR. SILAS E. WARREN, of Morrisville Institute, Wake county, will be assisted by Miss Alice C. Page, late of Sandy Ridge Academy, Stokes county.

REV. WM. BRUNT is Principal of White Oak Academy at White Oak, Bladen county. He is assisted in the music department by Mrs. E. J. Brunt.

MR. P. A. TATUM is teaching near Olin, Iredell county. His increased patronage required a commodious building, which has just been completed.

PROF. F. A. FETTER (University N. C.), of the Edenton Graded School, assisted Superintendent Garrett in conducting the Chowan Teachers' Institute.

MISS MOLLIE F. HERRING (Angusta Female Seminary, Stannton, Va.) and Mrs. S. Hassell opened Wilson Collegiate Institute on the 31st of August.

PROF. R. J. DAVIS (Emory and Henry College), a teacher of experience, has taken the principalship of the Public School at Shelby, Cleveland county.

PROF. M. L. VENABLE, formerly of Vine Hill Academy, Halifax county, is now living at Bethesda, Md. He is now on a visit to his old friends in this State.

PROF. CHARLES E. EATON, a graduate of Brown University, takes charge of Mathematics and French at King's Mountain High School, Cleveland county.

PROF. C. F. REMY, of the Southern Normal, spent his vacation at the National Normal Park, Lebanon, Ohio, preparing for greater usefulness as a teacher.

MR. J. A. ANTHONY assumes the duties of Principal of Grover High School, Cleveland county. He will be assisted by Miss Addie Gardiner, of Shelby.

CAPT. CLAUDE B. DENSON, late of Pittsboro Scientific Academy, has associated himself with Prof. Hugh Morson in the management of Raleigh Male Academy.

PROF. YONCE is Principal of Pantego Academy, Pitt county, and is assisted by Miss Maria Whitley. Miss Jennie Simmons is in charge of the music department.

COL. A. C. DAVIS, Superintendent of the LaGrange Military School, attended the meeting of the National Educational Association at Saratoga, New York.

MISS CARRIE RISHTON (a graduate of the University of Nashville, Tenn.) will assist her sister in a school for boys and girls at Fayetteville, Cumberland county.

MISS LUCY JURNEY, who did such acceptable work at the Boone Normal School, has been re-elected Principal of the Mooresville Female Academy, Iredell county.

PROF. DEBERNIER HOOPER, of Chapel Hill, we regret to learn, has had an attack of paralysis. He is well known throughout the State as a teacher of high grade.

PROF. JOHN E. KELLY, A. M. (University North Carolina), late of Union Home School, has assumed the duties of Principal of Sanford High School, Moore county.

MR. W. S. WINDSOR is Principal of the Public School at Statesville, and will be assisted by Miss Laura Lazenby. The school opened September 1, in a new building.

PROF. GEO. A. GRIMSLEY, Principal of the Kinston Graded School, assisted in the Elizabeth City State Normal School, and afterwards visited the Northern cities.

MR. JOHN W. WILBORN, A. B., is Principal of Friendship Academy, Alamance county, and will be assisted by Miss Jessie Gilmer, of Mt. Airy, in the music department.

REV. CHARLES E. TAYLOR, President of Wake Forest College, had the degree of D. D. conferred on him by his *alma mater*, Richmond College, at its recent commencement.

MR. J. I. BUTNER, the County Superintendent of Public Instruction for Forsyth county, has visited every one of the seventy-three public schools in his county, on foot.

REV. E. POPE is Principal of Corinth Model School, near Smithfield, Johnston county, a new school, just established, with a term of ten months. He has forty-five pupils.

PROF. J. L. TOMLINSON, Superintendent of the Winston Graded School, received the degree of A. M. from his *alma mater*, Haverford (Pa.) College, at his late commencement.

COL. A. C. DAVIS, Superintendent of the Military Academy at LaGrange, Lenoir county, will have a handsome three-story school building ready at the opening of his fall term.

PROF. W. A. G. BROWN, late of Judson Female College, Hendersonville, has been elected Principal of the Hamburg Scientific and Classical High School, Jackson county.

PROF. W. A. BLAIR will resume his high school at High Point, Guilford county, September 7th. He will be assisted by his brother Prof. J. J. Blair and Mrs. M. J. Edwards.

MR. ISHAM ROYALL has retired from the principalship of Huntly Academy, Sampson county, and will devote his time to the duties of County Superintendent of Instruction.

PROF. J. B. BREWER, President of Murfreesboro Female Institute, gave THE TEACHER a pleasant call a few days ago. He reports his prospects for a full school as very fine.

MESSRS. H. T. BURKE and A. C. MCINTOSH, JR., have leased the property of the U. B. Institute at Taylorsville, Alexander county, and opened a high school for boys and girls.

MRS. J. N. ATWATER is the Principal of Meadow Branch School for girls at Chapel Hill, Orange county. Her school is designed as preparatory for Greensboro Female College.

DR. BRAXTON CRAVEN, who gave his life to the cause of education in North Carolina, has had erected to his memory, at Trinity College, a handsome shaft of Italian marble.

MRS. J. A. McDONALD, of Peace Institute, gave valuable aid in the Institutes for Cleveland and Rutherford county at Mooresville, and also at the Lincoln County Teachers' Institute.

ZENO H. DIXON, A. B., Principal, assisted by Mrs. Mary A. Dixon (both of Earlham College, Massachusetts), has a flourishing school at Sylvan Academy, Snow Camp, Alamance county.

MR. J. T. MURPHY, Principal of the Clinton Collegiate Institute, Sampson county, has been appointed to a clerkship at Washington, D. C., and leaves that institution without an instructor.

MR. J. F. ALDERMAN, the efficient County Superintendent of Public Instruction for Davie county, is Principal of Fork Academy. About thirty of his pupils are teaching in Davie county.

MR. T. S. AGNEW, Principal, with Miss Beatrice Smith as assistant, will open the Gatesville High School on the 16th of September in the new and handsome school building, just completed.

MR. B. F. GRADY, County Superintendent of Duplin county, and Prof. J. Y. Joyner, of the Winston Graded School, assisted Superintendent Bird in conducting the Lenoir County Teachers' Institutes.

MISS EMMA SCALES and MISS ANNIE L. HUGHES opened Reidsville Female Seminary, August 31st, in their new and commodious building, which takes the place of the one destroyed by fire last October.

MR. S. B. TURRENTINE, of Union Literary Academy, Lambsville, Chatham county, will be assisted by Rev. Wm. Thompson (Bingham's), and also, Mrs. W. G. Turrentine, who is highly indorsed as a teacher.

PROF. JOHN DUCKETT, of Hamilton Institute, has been chosen Principal of the new Male and Female Institute at Greenville, Pitt county. He will be assisted by Miss Bettie Warren and Mrs. E. W. Barksdale.

PROF. W. C. ALLEN, of Wake Forest, as Principal, and Miss Cottie Wilkinson as assistant, will have charge of Pantego Academy, Beaufort county. Miss Jennie Simmons has charge of the music department.

MR. EXUM G. BECKWITH, A. M. (Wake Forest and Johns Hopkins), has assumed the duties of Principal of Clayton High School, and will be assisted by Miss Cora Thompson, of Goldsboro, in the music department.

REV. J. B. ASHCRAFT is Superintendent of Rock Rest High School, near Monroe, Union county, assisted by Prof. J. H. Scarboro (Trinity College), and Mrs. J. B. Ashcraft in the primary and female department.

PROF. M. THOMAS EDGERTON, of Wayne county (a graduate of Nashville Normal), has been chosen President of the Female College at Franklin, Tennessee. He will be assisted by his amiable and accomplished wife.

MR. FRANK D. CLARKE, of New Bern, late Professor in the New York Institution for the Deaf and Dumb, has been selected Principal of the Arkansas Institution for Deaf Mutes. Another honor for the Old North State.

MISS LOLA A. SPENCER, a graduate of Charlotte Female Institute (whose paintings at the State Exposition last year attracted so much attention), has become art teacher in the Laurinburg Female Institute, Richmond county.

MRS. W. R. PAGE, of Morrisville, Wake county (Chowan Baptist Institute), and Miss Ida Lansdell, will open a female school at Durham, Durham county, September 7th. It will be known as the Durham Baptist Female Seminary.

PROF. J. A. DELKE, so long connected with the Chowan Baptist Female Institute at Murfreesboro, has accepted the professorship of Higher Mathematics and Natural Sciences at Thomasville Female College, Davidson county.

MISS FLORENCE BANDY, of Trinity College, is in charge of the preparatory department and assistant in instrumental music at the Tennessee Female College, of Franklin, making three North Carolina teachers in that institution.

PROF. A. P. SOUTHWICK, late of Ellicott City Schools, Maryland, and an author of considerable notoriety, has been elected Superintendent of the Rocky Mount Graded School. We welcome the Professor to the Old North State.

PROF. J. F. SPAINHOUR is Principal of Globe Academy, Caldwell county. He is assisted by Rev. R. L. Patton, A. B. (Amherst, Mass.), Professor of Latin and Greek, and by Mrs. S. A. Spainhour, who will teach music and calisthenics.

PROF. E. M. GOODWIN (Uni. Nashville), late Principal of the Kinston Graded School, has been elected to a position as teacher of the deaf mutes in the North Carolina Institution for the Deaf and Dumb and the Blind, at Raleigh.

PROF. WM. B. PHILLIPS, the newly elected Professor of Agricultural Chemistry and Mining in our State University, has obtained permission of the Trustees to spend a year in the Agricultural Colleges and Mining Schools of Germany.

PROF. J. W. WOODY, of New Garden, Prof. J. M. Weatherly, of Jamestown, and Prof. W. A. Blair, of High Point, assisted Superintendent Long in the Alamance County Institute. Prof. A. W. Wilson conducted the vocal music department.

MR. Z. D. MCWHORTER (a graduate of an Alabama college, and who has attended two sessions of Vanderbilt University, Nashville, Tennessee) has purchased the school property of Bethel Academy, Pitt county, and will conduct that institution.

MR. T. W. NOLAND, Principal of Wayneville High School, will be assisted by Prof. Eddie J. Robeson, A. B. (Emory College, Ga.); Miss M. Keeler, of Sweet Water, Tennessee; Mrs. M. A. Brown (Oxford Female Seminary), and Mrs. T. W. Noland.

MR. D. A. MCGREGOR, A. B. (Davidson College), is Principal of Anson Institute, Wadesboro, and will be assisted this term by Mr. J. J. Burnett, A. B. (Wofford College, S. C.), Mr. A. H. Eller, A. B. (Uni. N. C.), and Miss Mary L. McCorkle (New England Conservatory of Music).

PROF. T. J. MITCHELL, Superintendent of the Charlotte Graded Schools, conducted the Peabody Institute at Fredericksburg, Virginia. Two hundred and fifty-eight teachers were in attendance, and in token of appreciation of his valuable services, they presented Prof. Mitchell a valuable silver water set.

MISS FANNIE EVERITT opened Statesville Female College September 2d. She will be assisted by Miss Ina McCall, Elocution; Miss Jennie Culver, Music; Miss Lily Long, Charlotte, Languages; Miss Mary Petty, of Guilford, Mathematics; Miss Sadie Faison, Art; Miss Julia McCall, Primary and Kindergarten.

N. C. STATE LIBRARY.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
But now we have advanced so far that that style will not do;
And blushing bride and happy groom, whose lonely lives are done
Say, with the parson's full consent, that one and one are one."

MISS HELEN PARKER, of Wake, was married June 30th to Mr. C. D. WHITLEY.

REV. MR. GRAY and Miss NETTIE WILBORN had charge of the school at Eagle Mills, Iredell county. They closed their school on the 23d of June and were united in marriage on the 28th.

PROF. CHARLES D. McIVER and Miss LULA V. MARTIN, both of Winston Graded School, were married July 29th.

MISS ANNIE E. WILKERSON, late of Statesville Female College, was married in Augusta, Ga., to Mr. HUGHES, July 27th.

MISS SALLIE WILLIAMSON, of Holly Springs Institute, was married July 28th to Capt. J. T. ELLINGTON, Sheriff of Johnston county.

MISS LELIA G. HAMME, of Granville county, a teacher in Bethel Academy, Pitt county, was married July 28th to Mr. W. N. H. HAMMOND, of Pitt county.

PROF. M. C. S. NOBLE, Superintendent of the Wilmington Graded Schools, was married August 19th to Miss ALICE C. YARBOROUGH, a teacher in the Hemenway School of that city.

PROF. T. W. NOLAND and Miss EMMA WEBB, both of Waynesville High School, were married August 12th.

MISS LULA FREELAND, of the Durham Graded School, was married August 20th to Rev. R. T. BRYAN, and will go with her husband as a missionary to China.

PROF. D. HARVEY HILL, Jr., formerly a professor in Davidson College, of the Georgia Agricultural and Mechanical College, was married a few weeks since to Miss PAULINE WHITE.

IN MEMORIAM.

MISS DELIA MOYE, widely known and highly esteemed as a teacher, fell dead in the road while returning from her school in Pitt county, May 27th.

PROF. W. H. G. ADNEY, a graduate of the Ohio University, where he was for a time professor, and who was afterwards a professor in Washington and Jefferson College, died at Pittsboro, N. C., June 23d, from injuries inflicted by a vicious bull. He was skilled in mathematics, geology, natural history and botany. He was for a time teacher at Goldsboro and Pittsboro in this State.

MR. PASCHAL A. PAGE, for many years a teacher in Wake county, died in Raleigh, July 9.

MRS. M. LODENIA STACY, well known as a teacher at Shelby, N. C., Marietta, Ga., Lafayette, Ala., Homer, La., and Memphis, Tenn., died July 19th.

MISS BELLE JORDAN, formerly a teacher in Statesville Female College, died in Greensboro on the 20th of July.

PROF. E. V. DEGRAFF, well known in North Carolina and throughout the country as a conductor of institutes, died at Geneva, N. Y., July 30th.

MRS. ELIZABETH LEE HARDEE (*nee* Brown), who was well known as a teacher at New Bern and in Washington county, died August 1st in her 24th year.

PROF. W. C. KERR, who had been tutor at Chapel Hill, Professor at Davidson College and State Geologist of North Carolina, died at Asheville, August 9th.

MISS MINNIE S. KENNEDY, teacher of modern languages in the Chowan Baptist Female Institute at Murfreesboro, died at her father's home at Warsaw, August 17th, aged about 19 years.

REV. JOHN L. KIRKPATRICK, D. D., for a time President of Davidson College, but for many years Professor of Moral Philosophy and Belles-lettres in Washington, and Lee University, died recently at his post. He was a man of profound learning and broad culture, and it is said of him that few men exerted a greater influence for good over their pupils than did this noble Christian teacher.

BOOK NOTICES.

BOOKS RECEIVED.

INDIAN LOCAL NAMES with their interpretations. By Prof. S. G. Boyd. \$1.25. Published by the author, York, Pa.

HIGH SCHOOL MUSIC READER. By Julius Eichberg. Introduction price \$1.05. Ginn & Co., Boston.

LECTURES ON TEACHING. By J. G. Fitch. E. L. Kellogg & Co., New York.

KINDERGARTEN CHIMES. A collection of songs and games composed and arranged for Kindergarten and primary schools. By Kate Douglas Wiggin. Price \$1.00. Boston: Oliver Ditson & Co.

SCHOOL KEEPING AND HOW TO DO IT. By Hiram Orentt, L.L.D. Price \$1.00. Boston: New England Publishing Co.

SCHOOL ROOM SONG BUDGET. By E. V. DeGraff. Price 15 cents. Syracuse: C. W. Bardeen.

SIX LECTURES UPON SCHOOL HYGIENE. Massachusetts Emergency and Hygiene Association. Price 90 cents. Boston: Ginn & Co.

LECTURES ON ELOCUTION. By Joseph Payne. New Edition. Price \$1.00. Syracuse, N. Y.: C. W. Bardeen.

THE SEVEN AGAINST THEBES OF ÆSCHYLUS. Introduction and notes by Isaac Flagg. Boston: Ginn & Co.

HAND BOOK OF ARITHMETIC. By W. H. Sadler and W. R. Will. Price \$1.50. Baltimore: W. H. Sadler.

HARPER'S NEW GRADED COPY BOOKS. Primary course seven numbers; Grammar course eight numbers. By W. Shaylor. New York: Harper & Brothers.

FEATHERS AND FUR AND OTHER NEIGHBORS. For young folks. By James Johannot. New York: D. Appleton & Co.

HEROES OF GREEK FAIRY TALES. "Classics for Children." By Charles Kingsley. Price 40 cents. Boston: Ginn & Co.

SCOTT'S LADY OF THE LAKE. "Classics for Children." Price 35 cents. Boston: Ginn & Co.

QUINCY METHODS. Price \$1.50. New York: E. L. Kellogg & Co.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, OCTOBER, 1885.

NO. 2.

"WHAT TIME IS IT."

Time to do well,
Time to live better—
To give up that grudge,
To answer that letter,
To speak the kind word
That may sweeten some sorrow,
To do now the good
You would leave till to-morrow.

Time to try hard
In that new situation;
Time to build up
On a solid foundation;
Giving up needlessly
Changing and drifting,
Leaving the quicksands
That ever are shifting.

Time to be earnest
In laying up treasure,
Time to be thoughtful
In seeking true pleasure;
Loving stern justice,
Of truth being fond,
Making your word
Just as good as your bond.

Time to be happy
In doing your best;
Time to be trustful,
Leaving the rest.
Knowing, in whatever
Country or clime,
Ne'er can you call back
One moment of time.

—Selected.

[For the North Carolina Teacher.]

MISS JANE T. LONG.

BY RO. BINGHAM, BINGHAM SCHOOL, N. C.

The writer has taken the ground frequently, in public talks on or in connection with education, that the only hope for the public schools of North Carolina is to use in them the at present almost unused, because unappreciated, talent of women to teach. Four years ago seven-eighths of all the public school teachers in Massachusetts were women, and they got, in some cases, as much as \$2,800 a year for their work. In North Carolina at that time one-seventh of the public school teachers were women, and, except in the graded schools, very few of them realized \$100 per year for their work, and probably no one more than that. And, furthermore, up to the establishment of the State Normal Schools, seven years ago, into which women were admitted only by sufferance, women had never been allowed any direct share in public money except in asylums for mutes, and for the insane (and occasionally in the *penitentiary*).

But of late a great change has taken place. The God-given power of women to teach and control children has been recognized more than ever before, and probably no North Carolina woman has done more to effect this change than MISS JANE T. LONG.

A granddaughter of John Long, of Randolph, and Dr. James Webb, of Hillsboro, she comes of one of the best strains of blood

in central North Carolina. In childhood and early youth she had the advantage of the instruction of Miss Susan Webb, of Alamance, one of the Lord's anointed, a born teacher, whose male pupils (the celebrated Webb brothers of the celebrated Culliooka (Tenn.) school, Prof. Quackenbush, of the Laurinburgh school, and Prof. Bingham, of Davidson College, for instance) are among the very best scholars the writer ever handled. Whether spontaneously, or from Miss Susan Webb, or from both sources combined, an inspiration early possessed Miss Long *to know something, to do something, to be something*, and, though deprived, by the losses of the war, of coveted opportunities of regular training, in her retired country home in Randolph county, while she did her full share of household duty, she read, and studied, and thought in her spare time; and then she began to put her accumulated capital to work, with two distinct ideas always in view: 1st, to be a teacher; 2d, never to cease to be a learner.

Her own words (which were not intended for publication) are the best in which to give the steps in her development, and to deliver what I think is her message to her sister and brother teachers in North Carolina.

In a private letter from Minneapolis, dated August 10, she says:

"My first glimpse of scientific teaching was obtained at Sylvan Academy, in Chatham county, in which Prof. Tomlinson, of the Winston Graded School, was then teaching. With this solitary gleam of light I groped my way, teaching in families or schools, until the Oxford Orphan Asylum was opened, whither I went; and there, under the efficient superintendent, J. H. Mills, I learned my most valuable lessons in pedagogics and practical life, being often called on to assist with the books, correspondence, general business, and also in the office of the *Orphan's Friend*, where I became a skillful proof-reader.

"Finding my health give way under the arduous labors and hardships of the position, I determined to leave, my chief grievance being that, although I felt that I received as much as my

services were worth, yet young ladies of less attainment, and wholly without experience, received exactly the same salary that I did. And so I resolved to deserve more, and I went to New York City for the purpose of entering the Normal College. This the superintendent advised me not to do, saying that the best school for teachers is the living school. But before I could enter the city schools, as visiting or substitute teacher, I was required to pass an examination on Reading, Spelling, Arithmetic, Algebra, Geometry, Astronomy, Physics, Physiology, History, English Literature and Pedagogics. This required time, and during the *interim* I was offered a position as book-keeper. My knowledge of book-keeping was superficial; but at the end of the month, just six weeks after my arrival in the city, I had so far mastered the subject that I presented a correct balance sheet, and was able to carry on my work without trouble to myself or annoyance to my employer, and *had received a certificate of scholarship from the committee on public instruction* (Italics ours). I then resigned my position as book-keeper and entered the schools, and spent the school year teaching and learning. In the following summer vacation I was called to Chapel Hill to take charge of the Model Class in the University Normal School. In the autumn I returned to New York, where I remained ten months more, part of the time as copying clerk in the *Century* office, but I spent most of my time in general culture, studying under private masters, or reading in the public libraries, and visiting the schools in Boston and Brooklyn.

“Whatever success I have achieved is due to the fact that I first learned *something* to teach, and then *how* to teach it, and that I have nursed *all* my powers. My experience in large business houses, the accuracy and quiet expedition with which work is dispatched, taught me lessons of order and system which I have been enabled to impart to my pupils.

“I must say, before closing, that my most valuable lessons were not learned in New York. I simply learned there *how* to *apply whatever power was created with me.*

"To the ambitious teachers of my native State I would say: if you wish to improve, read, study, acquire all the information you can, and then visit a well managed school and there learn methods. It is not necessary to go to New York for this purpose. Bingham School, Horner Institute, the various graded schools in all sections of the State offer all the opportunity you require. New York methods will not always bear transplanting to North Carolina. Here the judicious observer in Northern schools must carefully discriminate."

Such is Miss Long's account of her development in her own words.

The work which gave her the most reputation and the highest pay was teaching the Model Class at the University Normal School, in which she achieved such marked success for two successive years that she was called to the Columbia (S. C.) State Normal, where she added to her already high reputation. But probably her most satisfactory work was the last she did in the State as teacher of History and English Literature in Peace Institute, where her success was exceptional; in proof of which there is the concurrent testimony of her employers, of her colleagues, of the patrons of the school, and especially of her pupils, the writer's two daughters among them, and the still more crucial test of a careful reading by the writer of the examination papers of her classes which would have done credit to teachers and pupils alike in any college in the land.

"Recommendations" could be multiplied; but they are tedious and are not always trustworthy. The following testimonial, however, from Capt. J. B. Burwell, is so hearty and so strong that I venture to close this communication with it:

PEACE INSTITUTE, RALEIGH, N. C.,
September 17, 1885.

MAJOR R. BINGHAM:

Dear Sir:—Yours of the 15th inst. is received. Miss Jane T. Long was connected with Peace Institute as teacher of English History and Literature, Rhetoric and Composition for three or four years. During this time she developed the very highest qualities as a teacher and disciplinarian. In my experience as the principal of a female school, now extending over nearly fifteen years, I have known few equal and certainly none superior to her. Any one at all acquainted with her

ancestors knows of their indomitable energy and industry. These qualities Miss Jane Long possesses to an unusual degree. She has improved her opportunities in a remarkable manner, and I consider her one of the most accomplished lady teachers I have ever known, or that our State has ever produced.

Yours truly and sincerely,

J. B. BURWELL,
Principal Peace Institute.

When such a woman as this leaves North Carolina for a broader field and higher pay in the distant Northwest, where each one of this remarkable family of North Carolina girls has achieved for herself and by herself alone, a success in life beyond the average even in that progressive country, it seems but fitting that there should be some recognition of her work among us; and where can this recognition appear more fittingly than in *THE TEACHER*.

R. BINGHAM.

[For the North Carolina Teacher.]

THE STATE'S DUTY TO HER CHILDREN.

BY G., LIBERTY, N. C.

In the social system, and in all systems, the good of the whole depends on the goodness of all the parts. One corrupt or vicious person inflicts evil on the whole community. When there is an evil among us, and we have a remedy for it, we generally make use of the remedy to keep from being injured by that evil.

Ignorance, which is an evil, is abroad in our State, and it should be met with our best remedy. All agree that it should be fought. Some fight it willingly, and those who offer no opposition should be compelled to make warfare against it. When we make an effort against ignorance, we help humanity and civilization. We all love civilization, and we ought to use every effort to raise it to a standard which all mankind could enjoy. The ignorant must be educated before they can enjoy society and refinement. If they will not educate themselves, the State should

use means to have them educated; for it is State pride to boast of educated people and good society. To force the ignorant to educate themselves would be a blessing to them and to the world. It might cause a little financial embarrassment at first, but when they would become educated and enlightened there would open an avenue to fame and to fortune that would be pleasing to behold, and one in which all could rejoice and go forward.

The statistics of penitentiaries show that a large proportion of the criminals is uneducated. It is almost hopeless to reclaim criminals, and hence the best way is to prevent crime. Spend your money in schools and see that the children attend and you will not have to spend it in building penitentiaries and jails. In this you can see the necessity of compulsory education.

Good men will send their children to school, law or no law. But the depraved and selfish will not. They want to make money out of their children. They bend all their energies to ruin themselves and children, and will curse you if you try to interfere. The State should try to stop this, for it is a State's duty to see that the rising generation is educated.

If an enemy invades our land, the State forces its citizens to become soldiers to resist the invader. The liberty of the citizen is taken away temporarily for the good of the State. How much more important is it to force men to defeat ignorance and crime!

Look at Sparta: Lycurgus had compulsory education, and the soldiers of Lacedemon humbled Athens in all her wealth and pride. Look at Germany: she has compulsory education, and the educated soldiers of Germany marched triumphantly to Paris and conquered the greatest military power in the world. The invention of long range guns has changed the art of war. Soldiers now cannot be machines. They must think and pick their chances, and fight like men, not brutes. Educated soldiers, hereafter, will win the day. Hence, nations should prepare their citizens so they shall be good soldiers, if war is necessary. And to do this they must be educated, and by force if necessary.

We must educate the head and heart. Communism is based on ignorance and not knowing and heeding the Golden Rule

Political demagogues often carry their points by gaining confidence of the ignorant. The divine injunction is: "Train up a child in the way he should go and when he is old he will not depart from it."

Let this apply to the head as well as to the heart.

[For the North Carolina Teacher.]

A TEACHER'S EXPERIENCE.

BY ONE OF THE BROTHERHOOD.

It was in a county lying on the boundary line of the Piedmont and tide-water sections of North Carolina that I spent the school year of '84-'85. The eastern part of the county, the part in which I worked, partakes largely of the peculiarities of the eastern or tide-water sections of the State. To-day (the 26th of May, '85), as I sit in my Piedmont home, where from every hill-top long lines of the Blue Ridge mountains rise up to view in the west, and the Pilot, with many other prominent peaks, lifts its head high up toward heaven, I'm looking over, and preparing to stow away in memory's keeping the cheering and the good.

The meeting, at the University Normal, of an agent for the trustees; the finding out, after some conversation, that a kind and influential friend had already recommended me to him; the engagement to meet in the evening after the work of the day should be finished; and how, as we sat in the shade and on the roots of a rugged old oak, this man met me, are all recalled now with much pleasure.

A letter of acceptance soon followed him home, and on an appointed day I was met in Raleigh by one sent to convey me to my work. On the way the fine fields of cotton, the acres of water-melons, canteloupes and potatoes, all new to me, that lined

the road-side and stretched out far and wide in all directions served to confirm the praises of North Carolina that I had recently heard poured out in such rich effusions by the press and teachers of the State.

During the days that followed, how precious the memory of the bright smiles and of the faces beaming with love that gathered round me in the school-room, or, meeting me as I approached, took me by the hand and walked with me to the door or rostrum.

And, after a day's work had been finished, as I, tired and worn, trudged to the different homes of parents and patrons, how, at once invigorating and amusing the childish prattle to which I listened; each one, a prince or princess of humanity, endeavoring unconsciously to make known his love, and to plant himself deep down in my affections.

Blessings upon children!

“Oh! may Heaven their simple lives prevent
From ignorance's contagion weak and vile;
Then, howe'er crowns and coronets be rent,
A virtuous populace may rise the while,
And stand a wall of fire around our much-loved isle.”

How richly flavored the frugal viands spread for us in these rural homes, and made welcome as none but North Carolina mothers and fathers can make welcome to those to whom they have committed the care of their children! When gathered around the hearthstone, how brightly shone the fire! how peculiarly interesting the story of “ye olden time,” told by some aged one! “Downy beds” and “odoured sheets” never furnished a couch that gave the weary sweeter rest than theirs gave; and, when in the morning we parted from them, with what assurance did the hands we grasped and the eyes that looked into ours tell us that we had enrolled more friends, that other prayers would be made fervent and effectual in our behalf.

The long, weary days of study slowly rolled away, and recitation after recitation passed, but the rambles in the forest, made pleasant by child-like innocence and maidenly beauty, the sweet-scented bouquet and the chaplet of wild flowers and green leaves

remain; some of them preserved in a place set apart for their safe keeping, but all of them in memory's store, precious souvenirs of a precious past! With every heart solemnized, we approached the day after which it was known that the "Old School-bell," which had so often "turned the little feet from straying," and brought together in pleasant communion those of riper years, should call us no more. In what trembling tones did some try to thank us for the work we had done for them! Others, too full for utterance, with eyes overflowing with tears of gratitude and sorrow, bade us a tender farewell.

Oh! the purity, the sublime purity of a child's love!

"A spirit as pure as theirs
Is always pure, even when it errs,—
As sunshine broken in the rill,
Though turned aside, is sunshine still."

There's Millie and Diley, Edith and Ola, Lauretta and Willis, Albert and Tommy, and many others, though we're far apart now, yet distance only lends enchantment to the sacred memories of the past, and serves to kindle anew the holy flame.

And now, in conclusion, fellow-teachers of North Carolina, over one hundred years ago our Alexanders signed the first declaration of American independence; and, in the years that followed, on many a field sealed it with their blood. In the education, intelligence, and refinement of the people lies the hope of its preservation in purity and perfection. And this to us, as a people, is everything. It is North Carolina occupying that degree of proud eminence in the "New South" for which Nature's God has so eminently fitted her. It is bringing up her quota which is to help make the United States a grand and glorious nation, "richly entitled to high admiration," and the realization of the grandest ideas ever conceived by the noblest and purest statesmen of any age or land. It is a crown of rejoicing for us, and Heaven for unborn millions that shall yet live and sing the praises of faithful teachers. Then let us be exhorted by the grandeur of our high calling to renew the work of the coming year with zeal, and to trust in the Great Captain of our Salvation with a faith that will take no denying.

A HINT TO PRIMARY TEACHERS.

BY COL. F. W. PARKER.

The richest fruitage of the past is the ability to move forward, and the essential condition of progress is freedom—freedom to grow and help others to grow. What superintendent is not hampered? The teacher who is looking out for a re-election can't advance. The principal with one eye on a book-publishing house can't carry his school forward. A teacher chained to examinations can't be free. Our great battle is for freedom; freedom from interference; freedom from methods. Have your own plans and carry them out. There are,—

1. Teachers who work after a pattern; they are artisans. 2. Teachers who follow an ideal erected by their own minds; they are artists. 3. Cobblers who patch up the bad work of others.

How are you to become artists instead of artisans and cobblers? By thoughtful experience; by studying every step of your work. Ask yourself constantly, "Why do I do this?" "How can I do it better?" "How and where can I use the experience of others?"

Let the end be mind-development of yourself and pupils—power to *see* and *think*. Whatever best develops the mind, that is the most practical education. You have: (1) the thing to be taught; and (2) the mind to be taught. Know both of these, and the method will take care of itself. Methods alone are doing incalculable evil.

God determined how the child's mind should grow. All the teacher can do, is to aid that growth. You must have freedom to do this. Well, suppose your school committee stand in your path. Take your life in your own hand and say, "Turn me out if you will; here I stand for children's rights." We are a servile set, thinking too much of our bread and butter.

A superintendent who don't allow his teachers freedom is a nuisance, and ought to be put out. A teacher who has no ideal,

no lifting horizon, is a nuisance. I say to my teachers, don't follow me, go your own way to work. Do a little well. But one thing I do demand. You shall *move*. Move on like poor Jo. Do nothing twice alike. Don't do things as you have done them before. If a child stood up before, have him sit down now. Whatever you do, do something different. Have no patterns. Uniformity is death—unity is life. If we study the principles that underlie the education and the child nature, we don't quarrel so much."

A story illustrates what is needed in our schools. A young beau hired a horse to go courting. Before he got out of town the horse balked. He thrashed and coaxed and slashed to no avail. A crowd gathered, and one after the other tried his plan of starting the horse. At last an old sailor said, "I can make that horse go." "Do it," said the driver. He gathered up a big handful of half-melted snow and clapped into the horse's nose, clucked to him and away he went. "Thar, I told you I could. All that hoss wanted was a *new sensation*."

Give your scholars a new sensation, and they'll go.

INCREASING THE CHILD'S VOCABULARY.

BY T. W. FIELDS.

The teacher who neglects to increase the child's stock of words has done that child a great wrong. He has deprived him of one of the great means of thinking and expressing his thoughts. The child who is early taught to use properly a large list of words in expressing his ideas soon begins to think much and variously. He has ideas because words are the signs of ideas. He associates these words together and has an association of ideas. In his mind he assembles them in such a way that he is able to follow out successfully a train of thought. He is developing his intellect by his thinking with these words. Every effort, every plan on the part of the teacher, which aids in increasing the

child's vocabulary, is giving it mental power. The pupil should be drilled continuously in this exercise. There is no stopping-place. Perfection is never reached, yet a high state of cultivation is possible and profitable.

Giving Definitions.—The child needs to be early taught to give a definition for every new word that he finds. He should be taught to ascertain this for himself while preparing his lesson. Every well-provided school possesses an unabridged dictionary. Pupils sufficiently advanced should possess a small one for their own use. A child, if shown by the teacher how to search for words, need not be very far advanced until he can find these definitions for himself.

He should be required to give definitions by synonymous words when this can be done; but when there are none, then by synonymous phrases. It should be ascertained by the teacher that the child understands the definition. Many of our definitions will need defining to the pupil. To increase the child's knowledge of words, he should learn the other meanings which words have. His vocabulary is not sufficiently increased unless he knows all the meanings words may express. To test this fully, a most excellent exercise is to require the pupil to write sentences containing the words so as to convey their different meanings. Still another way is for the teacher to read the definitions and have the pupils tell what word is defined. They should be encouraged to use them in their conversation, in their other recitations, and in their compositions. Vigilant care on the part of teacher, constant drilling and frequent reference to the dictionary by the pupil, will soon develop such a knowledge of words as will contribute in no small degree to the success of the child in all intellectual pursuits. As the child is more advanced it will study etymology, which will have its beginning in the reading class.

If the teacher is faithful in this matter, she will soon learn that the child who has a fair vocabulary can more easily get his other lessons than the one who is deficient in the knowledge of words.—*N. W. Mo. School Journal.*

DO NOT DETAIN PUPILS.

It is the practice with many teachers to detain pupils after the regular session closes in some cases as a means of punishment for a misdemeanor in time of school and in other cases as a means of bringing up deficiencies in study and recitation. We are positive in our opinions upon this practice, that as a general thing the practice is wrong, it fails in its purposes, and frequently causes evils quite as great as those which it is designed to remedy.

If pupils have failed to have the proper interest in their studies during the bright hours of the day, while the school was in its active and spirited condition, it is scarcely to be expected that they will be led to feel an interest under the dispiriting conditions after school. The pupils are at that time tired, the teacher is tired, both are out of patience and neither has any energy to spare for an extra load. The conditions of kindly feeling, delightful interest, zeal and animation so necessary for the proper education of children cannot be restored after the school closes.

If the detention is practiced as a means of reformation it fails for the same reasons. The teacher is punished quite as much as the pupil. It certainly does not reform the teacher, and it has about as little effect on the pupils that are kept in.

The teacher may find much wiser plans for correction, so that when the hour for closing comes the school ends, and the pupils and teacher, both tired and troubled, needing to relax the strain of the day, may depart in peace and promptness from the scene of labor. If the teacher will use the strength spent in "keeping in" in preparing more pleasing and attractive work for the next day, and study with greater care how to more fully enlist the interest of the indolent and disobedient, she will put herself more effectually upon the ground of natural and rational government.

The pupils are not often indolent or disobedient if they have something proper to do during the hours of the regular session and receive considerate attention. If the teacher "keeps in"

much, let her look carefully to the cause, for maybe they are not wholly of the pupils' making.

There is another matter that occurs in this connection. Parents are quite as particular about the prompt return of pupils to their homes after school, as the teacher is of their arrival in the morning. The pupils have a natural right to go home when school is out. Parents naturally expect them. Frequently work awaits them at home which has been arranged for them during the day. The teacher should be slow to do anything which may interfere with duties that lie outside of his allotted time and place.

Good health, good feeling, good interest, good works are all opposed to the practice of keeping the children in.

Let them go. If the day has not been all that it should be, let it go with its own ending, and strive rather to make to-morrow a success wherein to-day has failed.—*Educational Weekly*.

INSTRUCTIONS TO TEACHERS OF INTERMEDIATE GRADES.

BY A. B. MILLER, WARREN, PA.

First, by your own spirit, behavior and precepts, you will teach the children, *as far as in you lies*, to be kind and courteous, truthful, punctual, industrious, temperate and earnest.

Second, whatever else your pupils do, or do not do, you will regard it as imperatively necessary that they learn to be clear, ready and accurate in arithmetic, and that they acquire whatever elements of knowledge are needed for writing a good letter. These include a right use of language to express thought, correct spelling and use of capital letters, a fair and legible handwriting, and a form according to custom.

Beyond this, as far as practicable, you will try to advance your pupils in reading with facility and propriety,—in free-hand

drawing as an adjunct to penmanship, and for the cultivation of the eye, the hand and the taste,—in geography, to provide a basis for the future study of history, science or current events,—and, if able, you may try to give them some knowledge of notes and note-singing.

You will use your utmost vigilance and skill to provide the school-room with fresh air at short intervals, in connection with some sort of physical exercise to prevent taking cold. You will try to cultivate in your pupils an appetite for knowledge, that their study may be voluntary rather than compulsory.

Finally, you must have such faith in your pupils and in yourself as to compel them to have faith in themselves and in you.

NEWS AND NOTES.

SALISBURY GRADED SCHOOL has near three hundred pupils.

THE COLORED TEACHERS OF CHOWAN have formed an association.

THE HORNER MILITARY SCHOOL at Oxford has about 80 cadets.

THE UNIVERSITY OF NORTH CAROLINA has near 200 students.

THE NORTH CAROLINA ASSOCIATION of colored teachers will meet at Raleigh on November 10th.

TRINITY COLLEGE has over 100 students in attendance, and will award thirteen medals this year.

MOCKSVILLE HIGH SCHOOL, Davie county, under Prof. J. M. Downum, has fifty pupils.

HAMILTON ACADEMY, Martin county, under the principalship of Prof. L. T. Buchanan, opened with 92 pupils.

THE ROCKY MOUNT GRADED SCHOOL, under the supervision of Prof. A. P. Southwick, has run up its enrollment to 190.

THE NEW BERN GRADED SCHOOL has an enrollment of 403.

THE WILSON GRADED SCHOOL has an enrollment of 375 pupils.

DAVIDSON COLLEGE has a full corps of professors and 119 students.

JUDSON COLLEGE at Hendersonville, Henderson county, has about 60 students.

SELMA HIGH SCHOOL, Johnston county, Prof. H. L. Smith, principal, has an enrollment of 62 pupils.

THE WAUTAUGA COUNTY TEACHERS' ASSOCIATION will meet at Elk Knob Academy November 20-21.

THE RALEIGH MALE ACADEMY, Messrs. Morson & Denson, principals, has an enrollment of near 100 pupils.

THE ATTENDANCE at St. Mary's School, Raleigh, is unusually fine. The excellent school is growing in popularity.

RUTHERFORD COLLEGE, Burke county, opened with near 80 students. A chair of pedagogics has been added to the course.

MOUNT PLEASANT SEMINARY, Cabarrus county, has a larger number of boarding pupils than it has enjoyed for many years.

CHOWAN BAPTIST FEMALE INSTITUTE opened with 80 boarders, which is the largest number present at opening since the war.

WAKE FOREST COLLEGE has 140 students and Dr. Taylor expects this number to be increased to 175 before the end of the year.

THE PEABODY EDUCATIONAL FUND has paid \$57,705 to the Southern States during the past year, and North Carolina's share was \$5,430.

A TEACHERS' INSTITUTE for Burke county will be held at an early day by Rev. J. N. Payne, County Superintendent of Public Instruction.

AN ELEGANT life size portrait of Wm. Peace, the founder of Peace Institute, Raleigh, has been presented to that school by ex-Governor Holden.

SALEM FEMALE ACADEMY, at Salem, Forsyth county, is now in its 81st annual session, and is styled the "Vassar of the South."

OXFORD FEMALE SEMINARY, Prof. F. P. Hobgood, principal, has over one hundred pupils. This is the most prosperous term this school has ever seen.

PEACE INSTITUTE, Raleigh, is one of the most prosperous schools in the State, having 175 pupils in attendance at the end of the first month of the term.

THE PRESIDENT has appointed Rev. J. L. M. Curry, agent of the Peabody Fund, Minister to Spain. The Fund thus loses the services of a faithful and capable agent.

THE CONTRACTORS are rapidly pushing forward the work on the new graded school building at Raleigh, trying to reach completion by November first, as it is proposed to open the school at that time.

CORINTH MODEL SCHOOL is the name of a new school five miles south of Smithfield, Johnston county, established by Rev. E. Pope, principal. It is well patronized and promises to be a permanent institution.

MR. B. W. YOUNG is still in charge of Johnston Male and Female Academy, an English, classical and mathematical academy in Johnston county. This is his 20th session, and his is the oldest academy in Johnston county.

KING'S MOUNTAIN HIGH SCHOOL, Cleaveland county, has 126 pupils in school, including 81 boarding students. It has six teachers—one a graduate of the University of Virginia, one of Brown University and one of Heidelberg.

THE PRESENT term of the New Bern Graded School is a most prosperous one. Prof. Price Thomas, the superintendent, is giving special attention to the "High School" feature, and many pupils are entering from the surrounding towns and counties.

LAURINBURG FEMALE INSTITUTE, Anson county, is one of the most flourishing seminaries of the Pee Dee country. J. F. McKinnon, A. B., is principal, assisted by Miss Maggie Hines, Miss Mamie Shaw, Miss Lola Spencer and Miss Sallie Redfern.

THE PRESIDENT of the United States has appointed Rev. Moses A. Hopkins, principal of the Franklinton Normal School, Minister to Liberia. He is a graduate of Lincoln University, a minister of the Presbyterian Church, and a leading colored educator.

GOLDSBORO GRADED SCHOOL has opened with an unusually fine attendance. Prof. E. A. Alderman, the worthy successor of Prof. Moses as principal, is to be congratulated on the hearty support which the people of the progressive little city are giving to him and to his work.

AT THE LATE meeting of the Peabody Fund Trustees, Hon. Robert Winthrop was elected President; J. Pierpont Morgan, Treasurer, and Samuel A. Green of Boston, was authorized to act as General Agent of the Board in place of Hon. J. L. M. Curry, who resigned to accept the post of Minister to Spain.

THE FRIENDS' SCHOOL at New Garden, Guilford county, had the misfortune, on the 31st of August, to lose one of its buildings, chemical apparatus, &c., by fire. The total loss amounts to some \$18,000. The friends of education will be pleased to learn that the exercises of the school will not be interrupted.

OAK INSTITUTE is the name of a flourishing male and female seminary at Mooresville, Iredell county. Rev. T. L. Triplett is principal, assisted by T. N. Ivy, A. M., in the high school and business department; Miss Ellen S. Triplett in the intermediate department, and Rev. G. W. Fisher in the primary. It has an attendance of near 100 pupils.

CABARRUS COUNTY has levied a special tax for school purposes to the amount of about \$2,500. Eight thousand five hundred and twenty dollars and thirty cents will be expended in that county this year for public schools alone. The County Board of Education has directed the Superintendent to visit and inspect the schools of the county.

COL. F. W. PARKER'S *Practical Teacher* has become united with the *Teacher's Institute*, of New York, under the combined name, *Teacher's Institute and Practical Teacher*. Col. Parker is

still upon the editorial staff and will have exclusive management of a number of pages. Col. Parker is very popular in North Carolina and we wish his journal a wide circulation in the State.

THE TEACHERS of Cabarrus county have a fine Teachers' Association under full headway. Rev. G. F. Schaeffer is president and is giving his best efforts and well known progressive spirit to the success of the organization. The meeting of the Association on September 25th was specially interesting and brought out many valuable discussions by leading members. We wish the Association the greatest success.

MRS. J. B. BURWELL, of Peace Institute, Raleigh, was awarded the \$50 premium given at the State Fair for the best "Oil Painting representing North Carolina Scenery." The picture exhibited by Mrs. Burwell represented a beautiful scene on Richland river near Waynesville, including a good portrait of the well known mountain guide Wid Medford, who was sitting on a log by the river while his bear dogs crouched by his side.

WEAVERVILLE COLLEGE, Buncombe county, has opened well. Prof. Yost occupies his chair of Latin and Greek, and also teaches French and German. Prof. E. M. Lytle takes the chair of mathematics. Miss Maggie McDowell, whose reputation as a teacher is widely and favorably known, has the children. Miss Mayes, from Tenn., a most accomplished lady and excellent teacher, has charge of music, both instrumental and vocal. The college is in most excellent condition; never was better.

THE ENTERPRISING people of Charlotte have organized a Training School for Teachers. The school is established by the Board of School Commissioners, and is under the management of Prof. T. J. Mitchell, and Mrs. E. D. Kellogg of Boston has charge of the training in primary work. The school proposes to fill all new positions and vacancies in the Charlotte schools from this department, and well qualified teachers will be recommended to other schools when needed, and thus the whole State will be benefitted by the Training School. We congratulate the people of our sister city on their enterprise and wish them all success in their work.

THE COMMISSIONERS of the Raleigh Centennial Graded School have selected the following corps of teachers for the ensuing term: *Superintendent*—Prof. E. P. Moses; *Assistant Superintendent*—J. D. Miller; *Teachers*—Mr. W. K. Brown, Mrs. J. M. Barbee, Mrs. S. S. Williams, and Misses Metta Y. Folger, Lillian Branson, Lula Riddle, Ida Eltzroth, Jennie Simpson, Pattie Lawrence.

THE FAYETTEVILLE GRADED SCHOOL will be continued, the citizens of that town having subscribed \$2,250 to its maintenance. The trustees elected the following teachers for the ensuing year: Mr. Alex. Graham, superintendent; Mrs. Fanny Lanneau, Mrs. S. P. Bryan, Miss Della Matthews, Miss Delia Woodward, Miss Fanny Watson and Miss Mary Haigh. All but the two last have been connected with the school from its beginning. Misses Haigh and Watson are graduates of this institution, and were recommended by the principal for their proficiency.

DANBURY, Stokes county, wants a teacher, and wants one badly. The *Reporter* wants it distinctly understood, however, that they “do not want any young man who is reading law or medicine, and who wants to make money enough to pay all the expenses of his chosen profession by acting teacher. Nor do they want any love-sick young woman, who will carry a novel with her into the school-room, and expect a good salary for lazily reading the same in presence of the pupils during school hours.” From the foregoing we should judge that the editor has been worsted in court by a young lawyer who played teacher while reading law; has been fearfully dosed by a pretended teacher who was also pretending to practice; or that the people of Danbury want a real, unadulterated teacher, with no sham about him or her.

The teacher can give his pupils a practical lesson of *application*, to show them what it is to apply themselves strictly to work for a time, by pronouncing the words to be written as rapidly as the pupils can possibly take them.

IN THE SCHOOL-ROOM.

A CURIOSITY—IS ONE EQUAL TO TWO?

Let $x=y$	Let $x=5$	Then $y=5$
$x^2=xy$	Then $5=5$	
$x^2-y^2 = x y - y^2$		$5^2 = 5 \times 5$
$(x+y)(x-y) = y(x-y)$		$5^2 - 5^2 = 5 \times 5 - 5$
$x + y = y$	$(5+5)$	$(5-5)=5(5-5)$
$2y = y$	$5 + 5 = 5$	
$2 = 1$	$10 = 5$	
	or $2=1$	

DON'T USE BIG WORDS.

In promulgating your esoteric cogitations, or articulating your superficial sentimentalities and amicable, philosophical or psychological observations, beware of platitudinous ponderosity. Let your conversational communications possess a clarified conciseness, a compacted comprehensibleness, coalescent consistency and a concatenated cogency. Eschew all conglomerations of flatulent garrulity, jejune babblement and asinine affections. Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and voracious vivacity, without rhodomontade or thrasonical bombast. Sedulously avoid all polysyllabic profundity, pompous prolixity, psittaceous vacuity, ventriloquial verbosity and vaniloquent vapidness. Shun double entendres, prurient jocosity and pestiferous profanity, obscurant or apparent. In other words, talk plainly, briefly, naturally, sensibly, truthfully, purely. Keep from "slang;" don't put on airs; say what you mean; mean what you say. And don't use big words!—*Journal of Education*.

THE HIGHEST LAKE.

The lake that has the highest elevation of any in the world is Green Lake, in Colorado. Its surface is 10,252 feet above the level of the sea. Pine forests surround it, and eternal snows deck the neighboring mountain tops. One of these, Gray's Peak, has an altitude of 14,341 feet. The water of Green Lake is as clear as crystal, and large rock masses and a petrified forest are distinctly visible at the bottom. The branches of the trees are of dazzling whiteness, as though cut in marble. Salmon and trout swim among them. In places the lake is 200 feet deep.

HOW TO RISE.

Heaven is not gained at a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

We rise by things that are 'neath our feet;
By what we have mastered of good and gain;
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.
—*J. G. Holland.*

THERE is a wood-pulp factory at Augusta, Ga., at which the expedition with which paper could be manufactured was recently demonstrated. A tree was cut in the forest at six o'clock in the morning, was made into pulp and then into paper at six o'clock in the evening, and distributed among the people as a newspaper by six o'clock the next morning. From a tree in the forest to a printed newspaper being read by thousands in the brief round of twenty-four hours!

WHAT A COIN DID.

A coin is in itself a history. There was once a lost city which owes its place to a coin. For over a thousand years no one knew where Pandosia was. History told us that at Pandosia King Pyrrhus collected those forces with which he overran Italy, and that he established a mint there; but no one could put their finger on Pandosia. Eight years ago a coin came under the sharp eyes of a numismatist. There were the letters Pandosia inscribed on it, but, what was better, there was an emblem, indicative of a well-known river, the Crathis. Then everything was revealed with the same certainty as if the piece of money had been an atlas, and Pandosia, the mythical city, was at once given its proper position in Bruttium. Now, a coin may be valuable for artistic merit, but when it elucidates a doubtful point in history or geography its worth is very much enhanced. This silver coin, which did not weigh more than a quarter of a dollar, because it cleared up the mystery of Pandosia, was worth to the British Museum one thousand dollars, the price they paid for it!

QUERIES?

BY A N. C. TEACHER.

"I'd rather be a dog," &c. Will some one of your clever correspondents give some reason why the above form of expression should still be used?

"He is a friend of yours." Will some one of the many teachers who read your (our) journal give the etymology and construction of the word "yours" in the sentence.

I have been teaching some years, but I find in "the books" "many things hard to understand."

NORTH CAROLINA TEACHERS' ASSEMBLY.

OFFICE OF THE SECRETARY,

RALEIGH, N. C., October 15th, 1885.

To North Carolina Teachers :

The second annual session of the Teachers' Assembly, held in June, 1885, at Mt. Mitchell Hotel, Black Mountain, N. C., was the grandest and most successful educational meeting ever held in the State. More than six hundred teachers and friends of education were in attendance, representing a great number of leading schools in North Carolina and every department of our educational system, from the private home school to the University.

The faculty of instruction was an exceedingly able one, comprising prominent teachers of our own State and a number of most eminent and successful educators from abroad. The work done was of a very high order, developing new thoughts and ideas, inspiring such encouragement and enthusiasm in every teacher as will be long felt and appreciated in the State.

The Assembly brings together annually, in a social way, the most progressive teachers in the State, renewing acquaintances and sealing new and warm friendships in such a way as to unify and strengthen every element of our educational interest. This great gathering will be instrumental in shaping legislation and in originating new and important educational enterprises, but the benefits in this direction are small indeed in comparison with what has been done at these meetings in the way of a high social culture which has obliterated prejudices, given breadth of thought and established life-long friendships.

The Assembly aims also to be of practical benefit to every teacher, and to this end it has organized a "Teachers' Bureau" for the purpose of aiding in every possible way towards securing a


lucrative position for all competent teachers, and no charge whatever is made for the service rendered. During the recent session of the Assembly and sixty days following its adjournment, it is estimated that more than seventy teachers obtained good situations directly through this agency, and many applications are in hand yet to be filled.

The Committee of Arrangements and the Executive Committee, after careful consultation, have fixed the time and place for the next session of the Assembly as follows:—*From June 22d to July 7th, 1886, at Mt. Mitchell Hotel, Black Mountain, N. C.* A large number of improvements are now being added to the hotel by the proprietor and friends which will secure ample accommodation for nearly a thousand persons.

Black Mountain Station, situated on the Western North Carolina Railroad, is a most delightful and healthy point on the Blue Ridge Mountains, altitude 2,500 feet. It is just sixteen miles from Asheville, ten miles from Round Knob, three miles from the Swannanoa Tunnel, and seven miles from Mt. Mitchell, the great centre of attraction and interest in all our mountain country. The rates of board are very low, being only \$6 per week from June 22d to July 7th, and \$1 per day from July 7th to August 1st for the benefit of those who desire to spend some further time in the mountains after the Assembly adjourns. Very low rates of railroad fare will be secured, and tickets will be good for six weeks from June 22d, allowing stoppages anywhere on returning. A complete livery will be provided, affording a full supply of good horses and vehicles at special low rates. Teachers who want to spend a few days in Asheville can stop at the Grand Central Hotel for \$1 per day, and the proprietor, Mr. Chedester, will supply members of the Assembly with first-class horses and vehicles at one-half the usual prices.

The attendance at next session of the Assembly will be very large, and it is desirable that every progressive North Carolina teacher shall be present. The terms of membership are \$2 for males and \$1 for females (fees due by January 1st), and the fund

realized from this source is used solely in securing the most noted instructors, and in defraying the incidental expenses of the sessions. No salaries are paid to any one, all work done by officers being voluntary. The Certificate of Membership entitles the holder to every privilege of the Assembly, including the special rates of travel and hotel fare.

 Applications for membership should be sent to the Secretary, EUGENE G. HARRELL, RALEIGH, N. C., and all fees should be forwarded to the Treasurer, ROBERT S. ARROWOOD, CONCORD, N. C. The privileges of membership are extended to school-officers and friends of education as well as to school teachers. When persons apply for membership who are unknown to the Secretary, the application should be approved by the County Superintendent or Counselor in the county where the applicant resides.

The Committee of Arrangements is determined to provide sufficient accommodation for each person attending the next session, and to this end all who expect to attend are urgently requested to send their names to the Secretary as early as possible, and perfect satisfaction is guaranteed to all who will thus aid the Committee in its work. The Assembly train will leave Goldsboro on Tuesday morning, June 22d, 1886, at about 12 o'clock, and there will be no change of cars during the entire trip. Persons along the line of other railroads must start in time to make connection with this train at some point along the route. The clerk of the hotel and his assistants will meet the train at Salisbury and assign rooms to each person before reaching Black Mountain, thus saving much time, avoiding confusion, and adding greatly to the comfort of all. Rooms may be secured in advance by addressing Mr. J. M. Stepp, the proprietor of the hotel at Black Mountain. Any further information will be cheerfully forwarded to any person who will write to the Secretary at Raleigh.

R. H. LEWIS, M. D., President,
Kinston, N. C.

EUGENE G. HARRELL, Secretary,
Raleigh, N. C.

COUNSELORS FOR 1885-'6.

The new Constitution of Teachers' Assembly provides for the appointment of a Counselor in each county of the State. These gentlemen will furnish to any one in their counties information which may be desired in regard to the Assembly, and they will recommend for membership suitable persons in their localities, and attend to local matters of interest concerning the work, and aid the Executive Committee in providing for all the wants of the Assembly.

Rev. W. S. Long.....	Graham	Ira T. Turlington.....	Elevation
H. T. Burke.....	Taylorsville	J. H. Scarborough.....	Trenton
Rev. S. W. Browne.....	Sparta	W. S. Bird.....	Seven Springs
W. D. Redfearn.....	Ansonville	D. Mat. Thompson.....	Lincolnton
Q. F. Neal.....	Jefferson	A. D. Farmer.....	Franklin
Rev. Nat. Harding.....	Washington	J. F. Tilson.....	Halewood
James R. White.....	Aulander	Jesse A. B. Cooper.....	Hamilton
Rev. James Kelly.....	Clarkton	S. S. Weatherly.....	Marion
George Leonard.....	Shallotte	W. W. Robinson.....	Charlotte
John W. Starns.....	Asheville	T. B. Garland.....	Red Hill
Jordan N. Payne.....	Morganton	Dr. J. W. Ewing.....	Pekin
Rev. Thomas W. Smith.....	Concord	W. J. Stuart.....	Carthage
Rev. W. A. Pool.....	Lenoir	B. H. Vester.....	Nashville
S. E. Overby.....	Belcross	Walker Meares.....	Wilmington
Levi C. Howland.....	Beaufort	F. Eugene Foster.....	Seaboard
George N. Thompson.....	Leasboro	Dr. Frank Thompson.....	Richlands
Rev. R. A. Yoder.....	Newton	Rev. J. L. Currie.....	Hillsboro
Hon. A. H. Merritt.....	Pittsboro	B. F. Mayhew.....	Bayboro
Benjamin Posey.....	Murphy	S. L. Sheep.....	Elizabeth City
J. H. Garrett.....	Edenton	James F. Moore.....	Burgaw
G. H. Haigler.....	Hayesville	Dr. T. J. Smith.....	Hertford
H. T. Royster.....	Casar	W. E. Wilson.....	Roxboro
J. B. Schulten.....	Whiteville	Josephus Latham.....	Greenville
Rev. Jas. S. Long.....	New Bern	Wm. M. Justice.....	Mills Spring
Henry McD. Robinson.....	Fayetteville	Rev. J. F. Heitman.....	Trinity College
V. L. Pitts.....	Poplar Branch	J. D. Bundy.....	Laurinburg
James M. Gray.....	Manteo	William B. Blake.....	Lumberton
E. E. Roper.....	Lexington	N. S. Smith.....	Leaksville
J. T. Alderman.....	Fork Church	T. C. Linn.....	Salisbury
Benjamin F. Grady, Jr.....	Albertson	A. L. Rucker.....	Rutherfordton
Hugh P. Markham.....	Durham	Isham Royal.....	Huntley
Frank S. Wilkinson.....	Tarboro	Henry W. Spinks.....	Albemarle
A. I. Butler.....	Bethania	N. A. Martin.....	Danbury
E. G. Convers.....	Youngsville	J. H. Lewellyn.....	Mount Airy
Rev. J. McLain.....	Gastonia	John S. Smiley.....	Charleston
John R. Walton.....	Gatesville	Rev. W. H. Davis.....	Davidson's River
R. H. Sherrill.....	Robbinsville	Dr. Alex. Alexander.....	Columbia
W. H. P. Jenkins.....	Franklinton	Maj. J. B. Ashcraft.....	Monroe
Dr. Joseph E. Grimsley.....	Snow Hill	Demascus S. Allen.....	Kittrell
Jesse R. Wharton.....	Greensboro	Engene T. Jones.....	Raleigh
D. C. Clark.....	Enfield	W. C. Drake.....	Church-hill
John A. Cameron.....	Lillington	Rev. Luther Eborn.....	Cresswell
Rev. R. A. Sentell.....	Waynesville	Rev. I. W. Thomas.....	Boone
W. A. G. Brown.....	Hendersonville	E. A. Wright.....	Goldsboro
George Cowper.....	Winton	Rev. R. W. Barber.....	Wilkesboro
Jos. M. Watson.....	Swan Quarter	James Murray.....	Wilson
Rev. Edward Wooten.....	Statesville	W. D. Martin.....	Chestnut Ridge
W. H. H. Hughes.....	Webster	David M. Ray.....	Burnsville

AN EXCEEDINGLY pleasant letter from Prof. T. M. Baliet, of Reading, Pa., promises his attendance at next session of the Assembly if his duties will admit of the visit.

THE KINDERGARTEN work is now very prominent in school systems, and we propose to have the methods explained at next Assembly by one of the most noted kindergartners in the Union. Every teacher ought to be well informed in this admirable method of laying the foundations of education in the youngest minds.

FROM EVERY hand comes heartiest endorsement of the action of the committee in choosing Black Mountain as the next meeting-place of the Assembly. So many delightful friendships were there formed that the place possesses many pleasant recollections, and there is a general desire to return to the same familiar meeting-place.

THE SECRETARY has recently invited some leading educators in the North, and several have accepted invitations, to be present at the next Assembly. The progress which the Old North State is making in educational matters is exciting interest throughout the whole country, and the great assembly of her teachers is everywhere spoken of in the highest terms of praise.

THE COUNTY SUPERINTENDENTS throughout the State have been chosen as Counselors for the Assembly. This is a most admirable selection, for the Superintendents are interested in having good schools in their counties, and the Assembly is doing more towards accomplishing this than any other organization in the State. The Counselors will give any information in regard to the Assembly work and plans to those who may desire it, and will also receive applications for membership and forward them to the Secretary.

EDITORIAL.

LET US MOVE ONWARD.

In every profession there is seen remarkable progress, and in the profession of teaching this is specially noticed. North Carolina teachers cannot afford to be ignorant of the new, improved methods and appliances for every department of instruction which are being constantly produced. If you are willing to travel by the swift railroad train, and transact your business by telegraph and telephone, surely you are not willing to attempt to develop a human mind and soul after the slow and imperfect style of fifty years ago. The ancient methods were perhaps good enough in their time, but we have passed into an age of progress, and we must catch the spirit of advancement which others have if we would be as successful as others. Keep pace with the times, and don't let the world around you put you to the blush by the contrast of its life and activity with your slowness and "old fogyism." But as you move onward it must not be done at the sacrifice of thoroughness. Don't become so enthusiastic over new methods that you make mere machines of yourself and pupils. Some teachers have a decided leaning towards machine work, and such a tendency must be checked at once or the originality and independence of the pupil will be destroyed beyond all recovery. Better a thousand times is the old fogyism of the centuries that are gone than some complicated machine methods which are practiced by some teachers of to-day under the deceptive garb of the "New Education." Be progressive, but also practical. Because we use the steam-boat and railroad train for modern and better travel surely no one is advised to employ the dangerous balloon as a means of transit for business or for pleasure.

OUR PUBLIC school system is being gradually improved. At each session of the Legislature some new and valuable feature is added. We now have the County Superintendent and the County Board of Education, and one of the next things we want is a standard of scholarship for all teachers in the public schools. This standard should be fixed by the State Board of Education, and all examination questions ought to be prepared by the State Superintendent of Public Instruction.

THERE WILL be a two days' institute at Hillsborough on Friday and Saturday, October 30 and 31. The methods of teaching Language Lessons, Grammar, Primary Arithmetic, Advanced Arithmetic and Primary Geography will be discussed, and lectures given on school management and methods of cultivating the mental powers. An hour will be devoted to the discussion of each topic. Lectures on some popular subject will be delivered on Thursday and Friday evenings.

IT WAS recently our pleasure and good fortune to spend a day with Prof. Eugene Branson and his admirable corps of teachers in the Wilson Graded School. The excellence of the discipline and the thoroughness of all the work at once impress the visitor with the power and efficiency of the master mind which plans and guides the whole machinery of the institution. North Carolina is proud of her graded schools, and specially proud of the noble men and women who are making them so successful.

THE COLORED teachers of the State are working hard to secure a good attendance at the annual session of their State Teachers' Association to be held in Raleigh on November 10th. Organization in every profession is greatly to be desired, and one of the objects of the meeting is to promote organized effort in improving the colored schools, and we hope that a large number of teachers will be present at this meeting. Some noted speakers have been invited for the occasion, and those teachers who attend will be much benefited. Information as to the work of the Association may be obtained by addressing B. B. Goins, President, of Raleigh, or S. G. Atkins, Secretary, of Salisbury.

ABOUT OUR TEACHERS.

- MISS ADA M. BELK is teaching in Union county.
- MISS KATIE REYNOLDS is teaching in Hyde county.
- MR. J. S. WARNER is teaching at Clay, Mitchell county.
- MR. S. BURTON is teaching at Half Moon, Onslow county.
- MR. ALLEN MESSER is teaching at Plant, Haywood county.
- MISS EMILY GILLIAM is teaching at Tillery, Halifax county.
- MRS. JUNIUS DANIEL is teaching at Weldon, Halifax county.
- REV. B. L. BEALL is teaching at Patterson, Caldwell county.
- MISS CORA YATES is teaching at Sand Hill, Columbus county.
- MR. G. W. WARD is teaching at Gum Branch, Onslow county.
- MRS. J. M. WORTH is teaching a music school at Fayetteville.
- MR. J. A. BARKER is teaching at Old Dock, Columbus county.
- MISS FANNIE MCCOY is teaching in the Edenton Graded School.
- MR. ELIJAH BRANCH is teaching at Haw Branch, Onslow county.
- MISS FANNIE O. MELSON is teaching at Columbia, Tyrrell county.
- MISS ALICE BELK has a full school at Mt. Prospect, Union county.
- MISS M. J. SPARROW is teaching at Washington, Beaufort county.
- MRS. TROY is in charge of the Academy at Jefferson, Ashe county.
- MR. A. L. MCENTIRE is teaching at Green Hill, Rutherford county.
- MISS M. L. BATTLE has a good school at Wadesboro, Anson county.
- MISS LINA P. KOONCE has opened a school at Trenton, Jones county.
- DR. C. THOMPSON has charge of Richland's Academy, Onslow county.
- MR. J. C. ELLIS, of Columbus county, is teaching at Mars Bluff, S. C.
- MR. T. S. WHITTINGTON has a good school at Rockford, Surry county.
- MR. PINKNEY COFFEY is teaching in Elk Horn District, Mitchell county.
- MISS LILLIAN SLOUGH has opened a school at Concord, Cabarrus county.
- MR. A. J. GRADY, of Kinston, is teaching at Mt. Gilead, Sampson county.
- MISS JENNIE ROBINSON has opened a school at Ansonville, Anson county.
- MR. W. O. BENTON has a promising school at Troutman's, Iredell county.
- MISS LEE, of Whiteville, has a school at Council's Station, Bladen county.
- MISS W. S. ASHE has been elected a teacher in the Durham Graded School.
- MR. W. S. THOMPSON is teaching in McDaniel's township, Sampson county.
- MISS ALICE H. MALLET has a private school for boys and girls at Fayetteville.
- MISS HOKE has a school at Lincolnton, Lincoln county, called the "Bee Hive."
- MR. ELIJAH KOONCE has an excellent school at Haw Branch, Onslow county.
- MISS ETTA ALLSBROOKS has a good school at Scotland Neck, Halifax county.

MISS LAURA MCKEITHAN has opened a school at Lebanon, Columbus county.
MISS LOTTA HARRIS is teaching in the Wakefield High School, Wake county.
MISS MARTHA WHITLEY is assistant teacher in the Aurora Academy, Beaufort county.

MISS ELLA J. POTTER is teaching at Odd Fellows' Lodge, Beaufort, Carteret county.

MR. JOHN SAWYER has established a good school at Tar Landing, Onslow county.

MISS LILLIE LEA is in charge of the third grade of the Rocky Mount Graded School.

MR. W. R. GENTRY continues as Principal of Sparta Institute, Alleghany county.

MR. GEO. R. MCNEILL has a prosperous school at Reidsville, Rockingham county.

MR. S. M. CLARKE has a flourishing school at Cedar Hill Academy, Anson county.

MISS E. L. RANKIN is Principal of the Kirkwood School at Lenoir, Caldwell county.

MISS ESSIE SLOUGH is teaching music in Enochsville High School, Rowan county.

MR. R. J. DAVIS is in charge of the Male Academy at Shelby, Cleveland county.

MISS MARY B. READ, of Salem Va., is teaching near Scotland Neck, Halifax county.

MR. S. M. GATTIS has taken charge of the Hertford High School, Perquimans county.

MISS ALICE SHUTE has opened a school for small children at Monroe, Union county.

REV. W. M. HUNTER is Principal of Fairview Academy at New Stirling, Iredell county.

MRS. MOFFITT, of Wilmington, has opened a school at Chadbourn, Columbus county.

MR. LUTHER BANNER is teaching the public school at Bull Scrape, Mitchell county.

PROF. ANDERSON has a good school at the Academy in Clinton, Sampson county.

MRS. C. C. POOL is teaching a private school at Elizabeth City, Pasquotank county.

MISS LELIA LAWRENCE, of Raleigh, is teaching in the High School at Bennettsville, S. C.

MRS. H. P. COLE is teaching a select school at her residence in Concord, Cabarrus county.

MISS MOLLIE ROUSE, of Tarboro, is teaching drawing and painting at Bethel, Pitt county.

MR. NEVILLE FERNS has taken charge of the Academy at Yanceyville, Caswell county.

MISS MAGGIE MALLETT has opened a music school at Fayetteville, Cumberland county.

THOMAS D. BOONE, A. M., is Principal of Buckhorn Academy, at Como, Hertford county.

MISS FANNIE SHAW has a flourishing primary school at Trinity College, Randolph county.

MISS C. ERNUL, of Craven county, is teaching in the Academy at Pollockville, Jones county.

MR. G. L. FINCH, of Halifax county, has a prosperous school at Farmington, Davie county.

MR. J. TRIPLETT is the Principal of a successful school at Oakland Academy, Iredell county.

MISS MATTIE MCSWAIN is teaching in the Rocky Mount Graded School, Edgecombe county.

MISS MOLLIE IRVING, of Cumberland county, is teaching at Catherine Lake, Onslow county.

MR. AND MRS. G. W. ARRINGTON have charge of the Beaufort Academy, Carteret county.

MISS MARY J. POWELL, late of Richmond county, left a legacy of \$600 to Wake Forest College.

MISS M. BESSENT is in charge of a full school of girls and small boys at Concord, Cabarrus county.

MR. C. U. HILL is Principal of the Washington Male and Female Academy, Beaufort county.

MR. W. C. EARNHARDT has engaged to teach the High School at Mill Hill, Cabarrus county.

REV. W. B. HARRELL, M. D., has opened the Male Academy at Thomasville, Davidson county.

MR. H. L. COBLE, A. B., is principal of Shiloh Academy, near Moffitt's Mills, Randolph county.

MR. PEARSON ELLIS, of Whiteville, Columbus county, is teaching at Supply, Brunswick county.

MISS MAYS, of Sweetwater, Tenn., is teacher of music at Weaverville College, Buncombe county.

MRS. W. C. DOUGLAS is teaching music in Troy Male and Female Academy, Montgomery county.

MR. R. A. FOARD, of Greensboro, has opened a mixed school at Wentworth, Rockingham county.

MESSRS. W. A. LONG and M. MADISON have a flourishing school at Shoal Creek, Swain county.

MR. W. V. SAVAGE, of Hertford county, is Principal of the Westfield High School, Surry county.

PROF. MAY, of Halifax county, Virginia, proposes to open a High School at Sylva, Jackson county.

MISS MATTIE NICHOLLS, of Scotland Neck, is Principal of Rosencath High School, Halifax county.

MISS LAURA GRIFFITH, of Norfolk, Va., has accepted a place as teacher in the Edenton Graded School.

MR. EDMUND ALEXANDER, late Principal of Plymouth Academy, is at Chapel Hill, taking the law course.

MISS MATTIE ANDERSON has accepted a position as teacher of music at Palmersville, Stanly county.

MR. L. A. WILLIAMS, formerly of Warren county, is in charge of the Franklin High School, Macon county.

PROF. A. L. COBLE, Assistant Professor of Mathematics at our University, has entered the profession of law.

MISS MARY MAKEPEACE, of Franklinsville, Randolph county, is teaching at Red Springs, Robeson county.

MRS. LIZZIE LOVE has taken charge of the primary department of Grover High School, Cleveland county.

MISS LILLIE VEACH has closed her school in Watauga county, and is at her home at Jefferson, Ashe county.

MR. PERCY ROWE, of Bowling Green, Va., opened Murfreesboro Male Academy, Hertford county, September 15th.

PROF. L. JOHNSON, of Trinity College, is surveying Durham county for the purpose of making a county map.

MISS ROSA HINES, of Murfreesboro, is teaching in Judson Female College, Hendersonville, Henderson county.

MISS CRISSIE A. SHAW is teaching at Galatia Church, near Fayetteville, Cumberland county. She has 25 pupils.

MISS SARAH A. TILLINGHAST, late of the Fayetteville Graded School, is teaching in Rocky Mount Graded School.

MISS LIZZIE CROWELL has accepted a position as teacher in the Wilson Collegiate Institute, Wilson county.

MISS MOLLIE FETZER, a Chautauquan and Newton Normalite, has a flourishing school at Concord, Cabarrus county.

MR. E. L. HUGHES, of Orange county, is Principal of the Granite Falls Academy at Lovelady, Caldwell county.

MISS BETTIE JOYNER, of Scotland Neck, Halifax county, has been engaged as a music teacher in Philadelphia, Pa.

MR. GEO. A. GRIMSLEY, Superintendent of Kinston Graded School, is recovering from a severe attack of sickness.

PROF. H. W. REINHART, late of the Thomasville Female College, has opened a school at Beaufort, Carteret county.

MRS. W. S. BARNES, for some years a teacher, has accepted a position in the Wilson Graded School, Wilson county.

MR. FRANK MESSER is Principal of a flourishing school on Cattaloochee, Haywood county, numbering over 50 pupils.

MR. JOHN A. GILMER, A. M., Principal of the Gilmer High School at Morganton, Burke county, has a full school.

MRS. BONNEY, Principal of Claremount College, Hickory, Catawba county, was for many years a missionary in China.

PROF. R. S. ARROWOOD, of the Concord Male High School, Cabarrus county, reports his fall opening as better than usual.

PROF. A. J. MCALPINE, late Principal of the Raleigh Centennial Graded School, has a good school at Table Rock, Burke county.

MISS JEAN GALES, late of the Raleigh Centennial Graded School, is a teacher in the Durham Graded School, Durham county.

MISS MINNIE ALBERTSON is teaching music in Chocowinity High School, Beaufort county, Rev. N. C. Hughes, D. D., Principal.

MISS ALLIE M. TATE, of Elberton, Georgia, has engaged as assistant in Miss DeLuke Blair's school at Monroe, Union county.

MISS IRENE MCGEHEE, late of the Southern Normal at Lexington, Davidson county, is teaching at Madison, Rockingham county.

MISS KATE JONES, of Bethania, Forsyth county (Salem Female Academy), has been elected a teacher in the Winston Graded School.

MR. W. R. KELL, (Davidson College), of Mecklenburg county, has taken the principalship of Spring Hill Academy, Union county.

MISS EMMA SCALES and MISS HUGHES are meeting with deserved success in the Reidsville Female Seminary, Rockingham county.

MISS MAGGIE McDOWELL, late of the Centennial Graded School at Raleigh, is teaching in Weaverville College, Buncombe county.

MRS. C. L. RIGHTS, a successful teacher of many years experience, has resumed her duties in her school at Kernersville, Forsyth county.

MR. G. T. MEWBORN, of Snow Hill, is assisting in the Institute School at Institute, Lenoir county, and is giving entire satisfaction.

MRS. SALLIE R. DIXON, writes us that her school, Clarella Institute, at Snow Hill, Greene county, has opened with flattering prospects.

MISS MOLLIE MOORE, a graduate of Greensboro Female College, has been engaged as a teacher in the Greenville Institute, Pitt county.

MISS SALLIE SPEED, of Scotland Neck, Halifax county, has met with such success in her school as to require the services of an assistant.

MISS RACHEL O. SCARBOROUGH is teaching at Bethel Academy, Lenoir county, and proposes soon to supply the school with new patent desks.

MISS JULIA SPENCER, of Chapel Hill, is teaching painting in Durham. She is one of the most accomplished teachers of painting in the State.

MR. B. F. WHITE, late of LaGrange, Lenoir county, has entered Cornell University, New York, where he will take a course in Civil Engineering.

MR. W. F. DAVIDSON, who graduated with distinction at Davidson College in the class of 1885, has taken charge of a High School at Cheraw, S. C.

MISS ALICE PAGE, Associate Principal of Morrisville High School, was chosen as one of the judges in the Ladies Department at our recent State Fair.

PROF. W. A. BLAIR (Harvard College), of High Point, has been elected a teacher in the Winston Graded School, vice Mr. J. Y. Joyner, resigned.

MISS ANNIE L. McKEEL, of Beaufort county, formerly a teacher in Trinity School at Chowinity, has opened a school at Vanceboro, Craven county.

MISS ERWINA CONKLIN, a cousin of Hon. Roscoe Conklin of New York, has taken charge of the music department of Claremont College at Hickory, Catawba county.

REV. W. C. NOWELL, late of Clayton High School, has opened a school at Smithfield, Johnson county. He will be assisted by his accomplished daughter, Miss Cora.

REV. A. R. MORGAN, Principal of LaGrange Collegiate Institute, informs us that his school opened with sixty-seven pupils. Miss Clyde Rhodes has sixteen in her music class.

MR. W. H. STALLINGS, a medal graduate of the Business College of Lexington, Ky., has taken charge of the business department of Yadkin Mineral Springs Institute, at Palmersville, Stanly county.

PROF. HERBERT W. BEALL, of Lenoir, Caldwell county, has accepted a position as Professor of Anglo-Saxon in Stephens' Institute, a high grade school connected with Stephens' University at Hoboken, New Jersey.

MR. SOL. C. WEILL, of Wilmington, a young Hebrew, who graduated with the highest honors in June, 1885, has been appointed acting Professor of Greek at the N. C. University, in place of Prof. Hooper, who is disabled by paralysis.

MR. G. W. MEWBORN, Principal of Institute School, at Institute, Lenoir county, resumed his duties for the fall term with an increase of more than 25 per cent. over former sessions. Mrs. G. W. Mewborn has charge of the music department.

MR. CHARLES C. HOLDEN, of Raleigh, a son of ex-Governor Holden, has been elected Master of Language in the University School at Ellicott City, Maryland. THE TEACHER doffs its hat and says to Maryland: "Here's a Holden for your Southwick."

MISS CLARA M. WHITAKER is succeeding finely with her school (Busy Bees) at Elfield. She is one of the most active members of the Teachers' Assembly, and says that both herself and pupils feel the enthusiasm of the June session, and that the school is more prosperous than ever before.

MRS. ANNIE CHAMBERS KETCHUM, has accepted the Chair of Elocution and Belles-lettres in St. Mary's School, Raleigh. Mrs. Ketchum is one of the most accomplished teachers in the South, and is well known as a poet and elocutionist. Her Christmas Poem, "Little Bennie," is one of the most beautiful and touching in our language.

THE COMMISSIONERS OF THE RALEIGH GRADED SCHOOLS have selected the following colored teachers for the coming term: Henry C. Crosby, Ed. A. Johnston, David A. Lane, Ed. H. Hunter, William H. Peace, James L. Long, John R. Davis, B. B. Goines, Annie Hamlin, Ada Harris, Kittie Ligon, Leonora T. Jackson, Florence Johnston, Ella Baker and Fannie O'Kelly.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

“ Arithmetic in former days said ‘one and one are two,’
But now we have advanced so far that that style will not do ;
And blushing bride and happy groom, whose lonely lives are done
Say, with the parson’s full consent, that one and one are one.”

MISS BERTHA HARGRAVE, daughter of the late Prof. W. L. Hargrave, of Snow Hill, was married on the 30th June to MR. FRANK P. WYCHE, of Richmond county.

MISS EMMIE R. HOWELL, of the Selma High School, Johnston county, was married September 2d to Mr. PAUL B. KYSER, of Lexington, S. C.

PROF. W. H. RAGSDALE, of Granville county, was united in marriage to Miss BETTIE SUTTON, of Pitt county, at Greenville on the 30th September.

MISS LINDA RAND, of Wake county, was married October 6th to Dr. H. C. WILLIAMS, of Cary, Wake county.

MISS ELLA G. NOWELL, daughter of Rev. W. C. Nowell, of the Smithfield (Johnston county) High School, was married October 8th to Mr. HENRY A. McCULLERS, of Clayton.

MISS ANNA HOPE CALDWELL, formerly of Jackson, Tenn., was married at Greensboro on October 22d to Mr. BEN. M. FEWELL of that city.

IN MEMORIAM.

PROFESSOR E. W. ADAMS, well known as a teacher in Eastern North Carolina, died suddenly near Saratoga, Wilson county, on the morning of October 15th. He was about sixty years of age, and had devoted his whole life to the profession of teaching. Hundreds of his old pupils (of whom the editor of THE TEACHER is one) will drop a sincere tear to his memory. He was a faithful and competent teacher and a Christian gentleman without reproach.

MR. M. A. JONES, a graduate of Wake Forest College in the class of 1880, and, until disabled by disease, a teacher at Apex, Wake county, died September 28th. He married in 1883, Miss Laura Millard, of Goldsboro, well known as a teacher. He was in his 28th year, and greatly beloved and respected by the community in which he lived, who recognized him as a useful citizen as well as successful teacher.

BOOK NOTICES.

NEW BOOKS RECEIVED.

BARNES NEW BRIEF HISTORY OF THE UNITED STATES. Revised, enlarged and beautifully illustrated. Several colored plates are added. Price \$1.25. New York: A. S. Barnes & Co.

PLACE OF ART IN EDUCATION. By Thomas Davidson, A. M. Price 25 cents. Boston: Ginn & Co.

A SELECT BIBLIOGRAPHY OF ECCLESIASTICAL HISTORY. By J. A. Fisher. Boston: D. C. Heath & Co.

MAN WONDERFUL AND THE HOUSE BEAUTIFUL. An allegory, teaching the principles of Physiology and Hygiene. For home reading. By Chilion B. Allen, A. M., LL.B., M. D., and Mary A. Allen, A. B., M. D. New York: Fowler & Wells.

TALES FROM SHAKSPEARE. "Classics for Children." Price 43 cents. Boston: Ginn & Co.

PRACTICAL ARITHMETIC. By Wentworth & Hill. Abridged edition. Price 85 cents. Boston: Ginn & Co.

FORTY LESSONS IN DOUBLE ENTRY BOOK-KEEPING. By George Allen, of New Bern, N. C. Price \$1.50; to schools \$1.00.

NEIGHBORS WITH WINGS AND FINS. Natural History series for young people. Book third. By James Johonnot. New York: D. Appleton & Co.

NEIGHBORS WITH CLAWS AND HOOFS. Natural History series for young people. Book fourth. By James Johonnot. New York: D. Appleton & Co.

SCIENCE OF MIND AS APPLIED TO TEACHING. By N. J. Hoffman. New York: Fowler & Wells.

THE SENTENCE AND WORD BOOK. A guide to writing, spelling and composition by the word and sentence method. By James Johonnot. New York: D. Appleton & Co.

SHAFFER'S New Township Map of North Carolina.

First issue June 10th to 13th, 1883.

SIZE, 40 X 72 INCHES. SCALE, 1 INCH 7 MILES.

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Richmond, Va., is shown on the north, and Columbia, S. C., on the south. The lower left hand corner contains an elevation of the principal towns and mountain peaks of the State, from tide-water to the crest of Mitchell's high peak, on a scale of 1,200 feet to the inch.

State and County boundaries have been corrected by the latest surveys. Railways and county roads carefully revised, and townships shown in distinctive colors. There is no post-office in the State of any importance whatever that is not shown.

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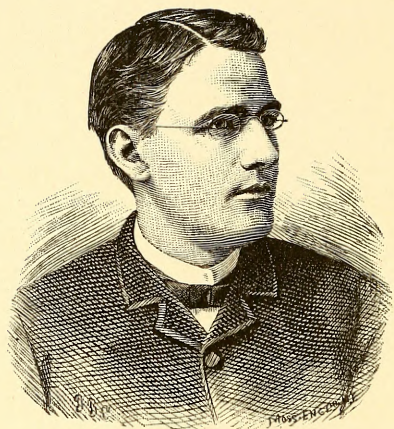
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EDWARD PEARSON MOSES, A. M.,
SUPERINTENDENT OF RALEIGH GRADED SCHOOLS.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, NOVEMBER, 1885.

No. 3.

THE ROSE-BUD OF NORTH CAROLINA.

BY HON. ROBERT STRANGE.

Would you gather a garland of beauty bright?
You should wander at dawn, or by pale moonlight,
While the breeze is fresh on the opening flowers,
Or their leaves are moist with the dewy showers;
One Rose you should gather, and gladly entwine her,
The soft opening Rose-bud of North Carolina.

Nay, go where you will, over mountain or plain,
In country, or city, where gay fashions reign,
Wherever Columbia's daughters are found,
Fair blossoms of beauty are scattered around,
But yet there is one, among all much finer,
The fresh-blooming Rose-bud of North Carolina.

In gay, festive halls, where the music is sweet,
And beauties, like blossoms, in fresh garlands meet,
Where light, like a flood, is poured over the scene,
And fragrance floats round, as where roses have been;
The chief place of all, every eye will assign her,
The beautiful Rose-bud of North Carolina.

In home's quiet scene, where the heart loves to dwell,
'Mid joys that no tongue to a stranger can tell,
Whatever the life you are destined to live,

One blossom is needed, her fragrance to give;
Go gather that blossom, and never resign her,
The sweet, gentle Rose-bud of North Carolina.

When sickness and sorrow shall visit your home,
Sad guests, though unbidden, that surely will come,
To have by your pillow a blossom like this,
Will make e'en your death-bed a region of bliss;
Her breath makes the soul every moment diviner,
The pale drooping Rose-bud of North Carolina.

[For the North Carolina Teacher.]

THE TEACHER'S EMPIRE.

BY ANNIE CHAMBERS-KETCHUM, A. M.,

MEMBER OF THE NEW YORK ACADEMY OF SCIENCES.

"Men in power are thrice servants," says Lord Bacon; "servants of State, servants of fame, servants of business. The rising into place is laborious; the standing is slippery; the regress either a downfall or an eclipse, which is a melancholy thing.

"Power to do good," he continues, "is the true and lawful end of aspiring. Set before thee the best examples; for imitation is a globe of precepts. And after a time set before thee thine own example, and examine thyself strictly whether thou didst best at first. Ask counsel of the ancient time as to what is best; of the later time as to what is fittest.

"Preserve the right of thy place, but stir not questions of jurisdiction; rather assume thy right in silence and *de facto*, than voice it with claims and challenges. Preserve likewise the rights of inferior places, and think it more honour to direct in chief than to be busy in all. Embrace and invite helps and advices touching the execution of thy place; and do not drive away such

as bring thee information as if they were meddlers, but accept it of them in good part."

These words of the "foremost man among civilized nations," though written in reference to imperial and ecclesiastical power, contain the whole body of pedagogy as well. For the teacher is both king and priest. Power includes the two great principles of all human endeavor, whether in the highest or lowest spheres of action. These principles are consecration and discipline; consecration of all the powers of mind, soul, body; discipline first of self, and then of those under control.

The teacher, like the poet, is born, not made. To use an ecclesiastical term, he has a vocation—he is called by virtue of his God-given talents. And whilst many occupying the teacher's chair are hirelings merely, it is cheering to know that many others are "called," and piously in earnest. To these, the voice of the great high priest of science comes like a silver trumpet across the three hundred years that have elapsed since he sent it forth; its tones resonant with the joy of prophecy fulfilled. For to Bacon's methods are due all the discoveries that have led to the present system of teaching. He was the first to challenge the flimsy though glittering logic of Aristotle, and to declare that study, instead of wasting itself upon speculation, should be devoted to the mastery of nature's secrets and their application to the good of the world. Gathering facts from every source, he showed the only true progress to be from the known to the unknown; and thus he opened the gateway to that shining stair upon which we may believe the angels of God ascend and descend to-day as they did in Jacob's dream.

Consecrated then, body and soul, our first duty is to inform ourselves. "Embrace and invite helps and advices; do not drive away such as bring thee information as if they were meddlers; but accept it of them in good part." The great teachers were those who did not disdain to learn of the humblest. Linnaeus, the Jussieus, Pestalozzi, Fröbel, were enthusiastic learners to the hour of death; their teachers were the little child, the poor, the swineherd; who, with the keen insight of simplicity, are apt-

est in collecting facts, in discerning truths and applying them to daily life. Pestalozzi and Froebel showed us that objects and experiments are worth more than books. Adrien L. de Jussieu, looking deeper, tabulates and classifies these in their natural sequence, rising from simple to complex; until to-day the schools of Europe have attained almost the highest degree of perfection in curriculum and discipline. The chaotic, helter-skelter no-system which has prevailed in our own country has given rise to schools entitled Graded and Normal.

"This is not a graded school," "This is not a normal school," are apologies heard right and left from principals and teachers whose pupils make but little progress. Pardon me, Messieurs: every school has grades and norms; the trouble is that you lack teachers. Your classes (since you decline to say *grades*) are like the scrambling paths on a mountain side; we go on and on from ledge to cavity, up and down, round and round without ascending and worn out with the toil; whereas a graded road would lead us upward, not only without fatigue, but with body and soul strengthened, exhilarated; ready to shout for joy when the summit is gained and the universe lies outspread above and around us.

Educare—to lead out; and to lead out the whole man. Education then is made up of the two divisions of pedagogy, Right Instruction and Right Expression; right instruction in the principles that underlie all the phenomena of the universe, physical, mental, spiritual; right expression in setting these principles forth, with objects, by experiments, and in clear and simple language; thus leading the student from one to another of the schools of nature. Nature is a synonym for the universe; we have here then the true university system.

And this training should begin in the primary classes, each child being taught the branches for which he has the greatest aptitude. Objects develop his powers of observation; experiments—and with his own hands—give him skill and confidence; right speech, right manipulation of pen and pencil give him the mastery of his theme; right behaviour gives him the mastery

over himself and others. He is thus equipped—whatever his fortunes may be—with all the weapons he needs in the great battle of life.

Right expression—nine-tenths of our store—includes speech, music, writing, drawing, moulding, carving, all the grades indeed of handicraft. Right speech can be acquired only by graded exercises in spelling and reading, used daily; the words in the spelling spoken syllable by syllable, after the old English fashion. There is no exercise in elocution comparable with this for giving flexibility to the lips, the tongue, all the muscles used in utterance. Class-music should be practiced on alternate days with the reading; the children taught sight-reading and the few simple fundamental rules of musical grammar and harmony. Sight drawing is as necessary as penmanship; it is just as easily acquired; and its use in our schools of all grades cannot be too strongly urged.

Appliances suited to each study should accompany it. The class-rooms should be furnished with maps, geographical, physical, organic, all of which can be had at small cost. Plain wooden shelves, made by the pupils themselves, will hold objects and specimens; these objects, picked up by the children in their daily walks should be arranged and classified by the children: Inorganic things—metals, stones, earths—should be placed lowest; organic things next—sea-weeds, toad-stools, lichens, etc., through to the most highly differentiated phanerogam. Side by side, on shelves parallel with those that hold the plants should be arranged the representatives of the animal world; beginning with the protozoon and sea-fir, and ending with—the monkey, since a skeleton of man is not easy to get, and would be a rather uncanny subject to contemplate. Put the children to work in search of these specimens; and see how soon you will have a museum; not only tastefully arranged, but classified with an intelligence that will put many of us to shame.

We find, in Nature's University, that the physical or inorganic world was first created; that all things were developed in the order so sublimely set forth in a dozen words in the book of

Genesis. Taking Nature's object-lessons, we have this sequence: *Elements*; *Bodies* made of these elements; *States* in which elements and bodies exist; *Forces* which govern them. *Inorganic Bodies* preceding *Organic*; *Plants* (which feed on organic food) preceding *Animals* (which can feed only on organic food). The Order of Creation in Plants, beginning with sea-weeds and gradually ascending to the highest plants which are fruit-bearing and timber trees; in Animals, beginning with the protozoon and sea-fir and gradually ascending to man.

In arranging a curriculum of study, the European schools follow Nature; not only in what was once (and is still merely by way of distinction) called the Scientific Course, but in all branches of study; for Jussieu's great discovery that the *Relative Value of Characters is the Basis of Classification* covers them all. Our old text-books therefore must be cast aside. History, for example, in most of them, is nothing but a nightmare of dates and battles. Human chronology numbers only sixty centuries, each century with but two or three striking figures or events—the earliest centuries with less. We have then only a handful of stories to tell; and how charming, how impressive these are, told by a skillful, sympathetic, enthusiastic teacher!

The best schools throughout our country, north, south, east and west, have adopted the European curriculum. In looking over the catalogues of forty-five representative schools in North Carolina, I find eighteen with the normal sequence, in whole or in part. The others have not this logical sequence; and by comparing their courses with the normal curriculum given below, you will see what is meant by the ups and downs of the ungraded mountain path.

NORMAL COURSE FROM PRIMARY THROUGH COLLEGIATE; REQUIRING TEN YEARS
OF STUDY.

PRIMARY: *First year*—Alphabet and Word-Charts, First Reader, First Speller, Object-lessons in Arithmetic, Mental Arithmetic to 6th column of Multiplication Table, Writing on Slate, Class-singing, Modelling in Clay, Object-lessons with Sphere, Cube, Triangle, etc.

Second year—Second Reader, Second Speller, Oral Arithmetic with slate exercises, Multiplication Table finished, Writing in copy-book, Oral Geography

with Terrestrial Globe, Map of United States and Map of native State, Class-singing, Modelling in Clay, Drawing with pencil alternating with Writing daily.

PREPARATORY: *First year*—Third Reader, Third Speller, Rudiments of Arithmetic, Elementary Geography with Globe and Maps, Oral Stories in United States History and History of native State, Class-singing, etc., continued in graded course.

Second year—Fourth Reader, Word-book, Rudiments of Arithmetic finished and reviewed, Elementary Geography finished and reviewed, Oral Grammar—Parts of Speech, Elements of Universal History read alternately with Fourth Reader, Weekly Lectures on Familiar Science, Class-singing, etc.

Third year—Fifth Reader, School Dictionary, Intermediate Arithmetic, Higher Geography begun and finished with Map Drawing and Globe Exercises, Written Grammar to Syntax, Elements of History finished, Weekly Lectures on Familiar Science, Class-singing, etc.

Fourth year—Sixth or Academic Reader, School Dictionary, Intermediate Arithmetic finished, Physical Geography first term, Physics last term, Grammar through Syntax, Higher History of United States, Written Compositions fortnightly, Class-singing, etc.

JUNIOR: *First year*—Class-reading of English classics, Higher Arithmetic begun and finished, Chemistry first term, Botany last term, Grammar through Prosody, Higher Universal History begun and finished, Written Compositions, Class-singing, etc., Weekly Lectures on Pagan Mythology.

Second year—Class-reading of American Classics, Algebra begun and finished, Zoology first term, Physiology last term, Critical Analysis of Wordsworth first term, of Bryant or some other American classic last term, History of Greece first term, of Rome last term, Written Compositions, Class-singing, etc., Weekly Lectures on Christian Myths and Legends.

SENIOR: *First year*—Elocution orally taught with Shakspeare for a text-book, Geometry—six books, Geology first term, Astronomy last term, Ancient Literature first term, Modern Literature last term, History of France first term, of English People last term, Written Essays fortnightly, read and criticised in class, Class-singing, etc., Weekly Lectures on the Foundations of Civilization.

Second year—Elocution orally taught with the Greek dramatists as text-books, Mental Philosophy first term, Moral Philosophy last term, History of Civilization first term, Criticism last term, Written Essays as last year, Class-singing, etc., Weekly Lectures on Painting, Sculpture and Architecture first term; on Music last term.

Trigonometry optional. Languages optional throughout the course; but not to exclude any of the regular studies, which are requisite for a diploma.

There is no text-book on logic; for the obvious reason that every step is a lesson in logic. Nor is there a text-book to defend Christianity; science being her best defender.

It may be said that Physical Geography, Physics and Chemistry are too difficult for the beginner. You mean to say your text-books are too difficult; and indeed nine-tenths of them are

not worth the paper on which they are printed. Get skilled teachers: you will find that the children will soon make their own text-books. Their notes—which we may call Topical Outlines—taken down in pencil from the oral instruction of the teacher, and then neatly written in ink, will be the most precious archives of the school.

No pupil in this normal course has more than three daily studies. The teacher, whilst the pupils are in class, goes over the lesson for the morrow, giving them a first grasp of it. A fourth study may alternate with one of these three, thus keeping the daily average. Long study hours are positively forbidden; class-work is comprised between the hours of nine A. M. and one P. M., and three hours of daily exercise at play or at light work in the open air are required.

One word in regard to boarding-schools. Good air, good food, good beds, good discipline (which includes courtesy and sympathy), good teaching; these are the requisites in every household, and this is the order of their relative value. Yet we see classes strung up to the highest pitch of nervous tension from nine A. M. to three P. M., when the dinner-bell rings; allowed but thirty minutes for dinner; then marched back to the study-hall immediately, to delve over tasks for two hours more whilst digestion (or indigestion) is going on. And so forward, throughout the day, until ten at night, with a paltry half hour out of doors. Of what avail are good beds and good food, with such treatment as this? The most ignorant country boor knows better than to serve his beasts of burden so.

"There are people beyond the mountains," the Germans say; which is but another way of stating Bacon's counsel concerning *advice and help*. We know that civilization moves along parallels of latitude around the world, not along meridian lines. From India it passed to Persia, thence to Greece, to Italy, France and Spain; each type of civilization being modified by the physical geography of the country; "God's earth-writing," as Robert Bingham eloquently says, "which is eternal, predetermining climate, population, and the history of nations." The Hindoo, the

Greek, Italian, Frenchman and Spaniard are of the same Aryan race with the German and Englishman; yet physical geography has made them so different that only the linguist can detect their common brotherhood. The people of New England were twin with us of the South two hundred years ago. But a stern climate and soil have developed in them a hardihood and *vim* impossible to the tropical Southron. Our parallels are different though our meridians are nearly the same. We must not, therefore attempt to engraft Northern methods upon Southern institutions. Certain immutable truths remain however as a common heritage. The wise teacher will study these, as he finds them developed amongst the "people beyond the mountains." He will devote himself by careful self-discipline to the best means of applying them to his own special work. And he will be so docile that he will fall, without jar or friction, into the divergencies required by diverging conditions.

TEMPERANCE PHYSIOLOGY FOR THE LITTLE FOLKS.

HOW MISS JOLLY TEACHES IT IN HER SCHOOL.

Miss Jolly's class was all excitement, and each one wanted to be next to the table on which were spread the hideous piles of bones, "the nasty things," as Miss Prim called them. Miss Jolly seized a massive bone in her right hand and two smaller bones in her left, and with a tone that had a contagious ring about it said, "where's the boy or girl that can tell me what these are?" The hands came up like bayonets ready for a charge, but not a word was said till by a nod or look the teacher gave first this one and then that the liberty to speak. The nods were frequent, the looks semi-frequent, and in less than a minute eight little fellows had emitted their pent-up wisdom. "Leg bones, thigh bones, big bones, large bones, horses' bones, eats' bones."

"Well, well, what a handful I must have. Here, Mary, can you pick out the human bone? Yes, that's right. Jerry, can you tell which end should be up? Sure enough? How did you find out?" "Why, this here knob makes the hip joint." "Just hear the young doctor," and Miss J. was so interested that she did not notice Jerry's "this here."

"Now to-morrow I want you all to tell me whether it is the right or the left bone. Now let's see the bone that we left in the acid yesterday—it isn't very pretty, that's true, but just see how limber it is! What did the acid do?" "It took out the lime," said one young chemist who remembered yesterday's lesson.

"Yes," said Miss Jolly, "our bones contain a great deal of lime and other mineral substance, you remember we had some lessons last term about the three kingdoms—who remembers their names?" Several hands came up. "Phil." "Animal, vegetable, mineral." A painful pause followed—pupils looked at teacher, teacher looked at Phil, and Phil finally thought to make a complete sentence of his answer. All the pupils came up to examine the bone which was so hard when it went into the acid, and was now so soft, yet having the same shape as before. Nettie said: "My, I wouldn't want to eat acid if it makes bones so soft as that!"

Here was an opportunity for a good lesson, and Miss Jolly was ready for it, and thus began: "The little holes in the bone that we saw yesterday through the microscope are little channels through which our blood goes from the outside of the bone to the inside. If our blood is healthy, our bones will be also. If we eat or drink anything that weakens the blood, it will weaken our bones. Whiskey and tobacco injure the blood, and in this way injure the bones. This is especially true of young people whose bones are growing. If you would be strong and well formed, eat only good wholesome food and let alone that dangerous and damaging whiskey and cigars."

"Now, Silas, where is the bone you took home to burn?" Silas came forward and showed a piece of pure white bone as light as pine. He said: "I put it in the stove while mother

was skimming milk, and when she came in I was out splitting kindling, and the first thing I know, that bone came whizzing out of the kitchen door, and lay smoking on the ground. I told mother what you wanted, and she said, "tell your teacher that I aint going to have my house stunk up with such trash," but she built up more fire after supper and burnt it like this." All had a hearty laugh over this recital, and Miss J. continued: "What has the fire burned up?" No one answered. Miss Jolly didn't go right at it and *tell* them as the teacher does in "dees-trick" four, but she asked: "What did the *acid* eat?" The answer came, "the lime." This was not quite what was wanted, and so another question followed: "To which kingdom does the lime belong?" Then they had it. The acid takes out the mineral and the fire burns the animal matter. "But, dear me, our time is up. I want each one to bring me a bone to-morrow. Good-bye."

EDWARD PEARSON MOSES.

SUPERINTENDENT OF RALEIGH GRADED SCHOOLS.

The people of North Carolina are always glad to extend a hand with the grasp of cordial welcome to those who come within our borders from sister States and give their best energies and talents toward building up our material interests. This is one of the noblest traits in the character of the genuine North Carolinian, and while it is seen among our workers in every profession, it is specially marked in the noble men and women who are giving their lives to the intellectual training of our children. And those progressive educators of other States who choose North Carolina as a home and a field of labor, identifying their interest with ours and striving to build up our schools by hard and faithful work, we welcome sincerely, and willingly bestow upon them that title of nobility which is an honor to any

man or woman on earth who bears it—the name “North Carolina teacher.” We are proud of their earnest and efficient labor in our schools, and we are pleased to draw valuable lessons of encouragement therefrom which may stimulate others to greater zeal and usefulness in “the honored calling.”

Among the most prominent and successful teachers who have taken residence in our State, and who are contributing greatly to our educational progress and to our splendid reputation throughout the Union is Professor EDWARD PEARSON MOSES, who has just been elected Superintendent of the Raleigh Graded Schools. His face, so well known to many of our teachers, we present to our readers with pleasure in an excellent engraving as the frontispiece of this issue of *THE TEACHER*.

Professor Moses was born in the city of Knoxville, Tenn., in 1857, and is the son of Mr. John L. Moses, who has for twenty-five years been Secretary and Treasurer of the Knoxville and Ohio Railroad Company. His maternal grandfather was a brother of General Robert Williams, well remembered by our oldest citizens as for many years a resident of the city of Raleigh.

When Edward Moses was a child, his father removed to New Hampshire, and his primary education was received at Exeter, a town famous for the excellence of its schools. In 1870 his family returned to Tennessee and he entered as a student the University of Tennessee, and was graduated from that institution in 1874, and three years thereafter his *Alma Mater* conferred upon him the degree of Master of Arts. For four years he was the highly esteemed and successful Principal of the Boys' High School of Knoxville. In October, 1880, he married Miss Carrie E. Dosser of Jonesboro, Tennessee, which union has been blessed by two beautiful little children, aged respectively one and three years.

When the Graded School was established at Goldsboro in 1881, the trustees of the school at once elected Professor Moses as Superintendent. At the earnest solicitation of the Goldsboro trustees and many friends, Professor Moses resigned his position

at Knoxville and accepted the place at Goldsboro. He organized this school with five teachers, two others being immediately added. Under his excellent management the school rapidly grew in numbers, gaining a fine reputation throughout the State. His work had the full support of the people from the first day of his administration, his entire management was approved in the most hearty terms, and at the close of the session the school had been so successful that it required the constant work of thirteen teachers.

A large number of our teachers have a very pleasant remembrance of Professor Moses as Superintendent of the University Normal School at Chapel Hill. He was chosen to this place by the Board of Trustees for two successive terms, and his zealous and practical enthusiasm had an admirable effect upon the entire work of these terms and gave encouragement to every teacher who attended the sessions. He has frequently been offered the superintendency of other Normals in the State, but has declined all, preferring class work. During the two past summers he has assisted Professor M. C. S. Noble in the conduct of the Newton Normal School, and their combined efforts made this school so popular that many students were attracted from every section of the State. At the session of the Teachers' Assembly held in June, the teachers, in appreciation and recognition of the valuable work which Professor Moses is doing in the State, elected him as one of the Vice-Presidents of the Assembly. As this organization is the most extensive and powerful existing among the leading teachers of this State, the honor conferred is of much importance and greatly to be prized.

In the spring of the present year the Raleigh Graded Schools were thoroughly reorganized and a magnificent new Graded School building erected for the white children at a cost of over \$25,000. It became the duty of the Raleigh School Board to select a superintendent for the city schools, and many recommendations were sent in approving educators of great prominence throughout the country, and after careful consideration had been given to every name present, the unanimous choice of the Board was given to Professor E. P. Moses. Upon his election, he re-

signed his position at Goldsboro and soon entered upon his duties at the capital. His reception in Raleigh was exceedingly cordial, and the earnest support of the entire city was at once given to him. Very great care has been given to the selection of all his teachers from a large number of worthy applicants, both for the white and colored schools, and under the management of the new Superintendent and the admirable body of zealous and efficient teachers chosen to work with him, the people of the city feel sure that their public educational interests are to be placed at the very highest position of excellence.

[For the North Carolina Teacher.]

SCHOOL GOVERNMENT.

BY A BEAUFORT COUNTY TEACHER.

This is a subject of much import and it is worthy of our most careful contemplation, consideration and investigation, for on it depends the success of the school; nothing in the school-room can be more essential to the welfare and prosperity of the school than good government.

The thing for consideration is, in what way can good government be attained? I know of no definite way, and I fancy there can be no rule invented that will in every particular prove efficient, though I think there is one way that is far superior to the "old-fashion method" of having a long list of rules and a punishment to be inflicted when violated, that is, to teach the children that "it is an *honor* to be manly and a *fortune* to be wise." Then with these things in view, trouble not the children with hundreds of rules (as teachers did of old) that so greatly mar their pleasures; only exact good lessons and good behavior.

You have no idea how quick the children will appreciate the honor conferred upon them by letting them act as their own

guardians, respecting what they must do to keep within the bounds of good behavior, and how soon the idea of an education being a fortune will stir the latent energies and cause knowledge to be the chief object of search. When your school is once moulded into pupils that have learned to respect their honor and to value their achievements, the heavy burden that loads so many teachers who try to govern by the old rule method will be thrown off, and you may predict prosperity and development for your pupils.

I am aware that every skillful teacher has seen the fallacy of the old rule system, and the good results already attained by the new and consistent method. I hope you will give the subject a thought and decide for yourself which is the better, the old or the new.

THE YEAR'S WORK.

BY COLONEL FRANCIS W. PARKER, NORMAL PARK, ILL.

Face to face with the year's work once more; forty weeks; two hundred days; twelve hundred hours; seventy-two thousand minutes, for what!

To earn a few dollars? If money is your motive work upon perishable stuff and let the immortal alone.

Do you work for fame? Then forget your purpose and strive to do all the good you can for your pupils. The glittering bauble of fame or notoriety blinds the eyes of its worshippers and they wander in strange paths.

Is it your highest aim to please a Board of Education or a Superintendent, to be nothing better than a sycophant and a time-server? What you are your pupils will be.

Do you intend to follow implicitly a course of study or fixed programme? A course of study, at best, is a suggestion of what may be done under certain well defined conditions. No one but

the teacher who studies her pupils hour by hour, can know these conditions, made up of the individual, and special needs of forty or more children.

Have you resolved to do just as you have done before, following a fixed, invariable routine? "*Howbeit this kind goeth not out by prayer and fasting.*" The teacher to whom there is not a long vista of better things to be done, an endless perspective of improvement, lives in an exceedingly small world and takes her pupils into its narrow confines. The penalty for doing routine work after unchangeable plans is a fearful one. It dwarfs, cripples, stultifies the body, mind and soul. There is no height in such a soul from which it can see itself—and its terrible needs.

The successful routine teacher, one who continually marches and counter-marches questions and answers in Geography, Arithmetic and Reading; who has dress-parades and reviews every time a visitor enters her room; who requires repetition of words until mental action is reduced to the minimum and maxillary action elevated to the maximum, is often the most praised and flattered instructor of the community, and is too often held up as a shining example to all other teachers. "How wonderful! Her children never hesitate, are never at a loss for a word!" Why should they, when at least one-half of two hundred precious days is spent in moving their jaws in certain perfunctory ways without the slightest deviation? Great enthusiasm can be aroused by perpetual flattery, by showing off, by giving merits, by high per cents and high places in the classes. Countless innocents are yearly offered to the Moloeh of self-conceit by teachers whose only purpose in this life is to cram words and pass examinations.

IN LARGE rooms, having many rows, confusion and noise can be avoided by calling but one row at a time; yet it is questionable whether the saving of the noise is more to be desired than the saving of the extra amount of time required by it.

[For The North Carolina Teacher.]

MITCHELL'S HIGH PEAK.

BY J. A. HOLMES, UNIVERSITY OF NORTH CAROLINA.

A statement has been going the rounds of some of our papers to the effect that the recent measurements made by the United States Geological Survey have shown *Clingman's Dome*, of the Smoky Mountains, to be a higher mountain than *Mitchell's High Peak* of the Blacks, and hence the highest mountain east of the Rocky's. The statement is not correct, and for the benefit of your readers, especially teachers, I give the several measurements of these two mountains, so far as I have been able to find reliable records. *Clingman's Dome*, as measured by Guyot with a barometer, has an elevation of 6,660 feet; as measured recently (1885) by Capt. Ramsaur for the United States Geological Survey, with engineer's level, an elevation of 6,616 feet.

MEASUREMENTS FOR MITCHELL'S HIGH PEAK, ASSUMING IT TO
HAVE BEEN THE HIGHEST PEAK THAT DR. MITCHELL
ASCENDED AND MEASURED.

MEASURED BY	DATE.	INSTRUMENT USED.	HEIGHT.
Dr. Mitchell.....	1835.....	barometer	6,708 feet.
"	1844.....	"	6,672 "
Gen. T. L. Clingman.....	1855.....	6,941 "
Prof. A. Guyot.....	1856.....	barometer	6,701 "
Maj. Jas. W. Wilson.....	1857.....	engineer's level.....	6,711 "
U. S. Coast Survey.....	by means of vertical angles..	6,688 "
U. S. Geological Survey...	1882 or '83...	barometer	6,717 "

TWENTY PIECES.

BY ANNA C. BRACKETT.

I send you this month twenty pieces of advice, which I made out for two girls just beginning their teaching in a country town. They may be of value to others in the same place. They are

made by a practical teacher for young teachers, and, if followed, will save many troublesome days and much weariness.

I. Let nothing prevent you from thoroughly preparing every lesson—*no matter how simple*—that you are to give the next day. Never go into the school-room without knowing exactly; *even to details*, what you are to do.

II. No matter what happens be sure you keep your temper.

III. Don't omit to visit all the families who send children to your school. Make a friendly call. Don't wait for them—and show yourself *really* interested in them and their children.

IV. If any trouble occurs with any child, or there is danger of any—go and see the parents and get their co-operation.

V. Don't be in a hurry about punishing, if necessary. *Waiting* to think it over never does any harm.

VI. Be sure everything about your dress, desk and school-room is always in perfect order.

VII. Try and make the room attractive, so that the children will find it pleasant.

VIII. Remember always that it is the best interest of the *children and school*—not your own—that you are to work for.

IX. Be sure that you carry out exactly all the directions you give. *Think well before you give them*; but then carry them out.

X. You must be entirely, wholly, and always *just*. If not, you will not command respect—and not to have that, means failure.

XI. Be **VERY** careful in your dealings with other teachers in the town. Never give them occasion to think that you set yourselves above them. If you are working *for the schools*, there can be no jealousy—make them welcome in your rooms. *Seek* to know them. You can both give and get help, if you work in the right spirit.

XII. Dress *perfectly—simply*. Celluloid collars and cuffs will save washing, and can always be neat and clean. Dress should be plain, without much trimming. If it were not for the washing, I would say, wear white aprons in school.

XIII. For arithmetic classes. Do all the examples yourselves at home before the time; then you will know what you are about, and can tell where the error is. Keep ahead of your class.

XIV. Talk over all your difficulties together.

XV. Don't take any part in any village *gossip*. Don't allow yourself to talk about *any one* in the village, unless you have something good to say.

XVI. Try and make the children *polite* to each other in school.

XVII. Try the plan of having a school housekeeper for each day. Try and get the children to feel interested themselves in keeping everything neat and in order.

XVIII. Don't be afraid to say "*I don't know*," if you don't.

XIX. If you have made a false statement about anything in a lesson don't be afraid to acknowledge it.

XX. Correct all errors in English speaking that you notice.—*Exchange.*

THE DUKE OF WELLINGTON.

When the Duke of Wellington was sick, the last thing he took was a little tea. On his servant's holding it to him in a saucer, and asking him if he would have it, the Duke replied, "*yes, if you please.*" These were his last words. He who had commanded the great armies of Europe and even conquered the great Napoleon, did not overlook the small courtesies of life. Boys, don't forget three little words—"if you please." Life is made up of little things, of which smiles and kindness and small obligations are what win and preserve the heart.

Hearts, like doors, can ope with ease,
To very, very little keys,
And don't forget that they are these ;
"I thank you, sir," and "if you please."

—Selected.

THE NEW COUNTY BOARDS OF EDUCATION IN NORTH CAROLINA.

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Chowan—Rev. R. B. Drane, E. J. Burke, W. D. Felton.

Clay—J. S. Brooks, chairman, Hayesville; G. W. Penland, A. H. Brown.

Cleveland—J. W. Gidney, L. J. Hoyle, L. M. Logan.

Columbus—S. F. McDaniel, chairman; Rev. H. Lennon, H. A. McEachern.

Craven—C. C. Clark, chairman; W. B. Lane, D. W. Smith.

Cumberland—S. C. Rankin, R. W. Hardie, Duncan Shaw.

Currituck—D. H. Shaw, chairman, Shawboro; J. W. W. Jones, Alex. Owens.

Dare—Jno. W. Ward, chairman, Manteo; Jno. Midgett, A. W. Jones.

Davidson—H. T. Phillips, chairman, Lexington; I. L. Wright, H. Bulla.

Davie—W. K. Gibbs, Smith Grove; T. B. Bailey, Mocksville; Jno. N. Charles, Jerusalem.

Duplin—D. S. Kennedy, S. M. Grady, C. S. Carr.

Durham—J. S. Manning, Gaston Vickers, R. C. Tilley.

Edgecombe—T. H. Gatling, chairman, Tarboro; B. P. Jenkins, J. M. Cutchin.

Forsyth—H. E. Fries, Salem; J. N. Anderson, Bethania; I. S. Ray, Kernersville.

Franklin—G. S. Baker, Louisburg; N. Y. Gully, J. N. Harris.

Gaston—Rev. L. A. Bikle, chairman, Dallas; Rev. A. N. Welles, R. A. White.

Gates—L. L. Smith, chairman; T. J. Riddick, John J. Gatling.

Graham— ———

Granville—F. P. Hobgood, chairman, Oxford; W. T. Lyon, Thomas D. Clement.

Greene—Theo. Edwards, chairman; W. A. Darden, Y. T. Ormand.

Guilford—D. N. Mendenhall, Dr. J. A. McLean, Prof. J. A. Holt.

Halifax—Dr. J. A. Collins, Enfield; W. H. Kitchen, Scotland Neck; R. W. Brown.

Harnett—J. R. Grady, Lillington; Neill McLeod, Swan's Station; Jas. A. Morgan, Lillington.

Haywood—J. A. Ferguson, chairman; W. H. Hargrove, J. L. Morgan.

Henderson—W. G. B. Morris, chairman; J. J. Osborne, Dr. R. A. Freeman.

Hertford—G. A. Britt, Jos. W. Wynne, Dr. R. P. Thomas.

Hyde—J. M. Benson, chairman, Lake Comfort; Rev. C. S. Barber, Jno. C. Bishop.

Iredell—J. H. Hill, chairman, Statesville; J. C. Turner, A. D. Kestler.

Jackson—James W. Terrell, Webster; B. H. Cathey, L. J. Smith.

Johnston—J. C. Scarborough, Selma; B. W. Hatcher, J. V. Harper.

Jones—E. M. Foscue, chairman, Trenton; James B. Stanley, Trenton; B. Brock, Jr., Comfort.

Lenoir—Dr. H. D. Harper, chairman, Kinston; M. H. Wooten, Kinston; O. K. W. Howard, LaGrange.

Lincoln—Rev. R. Z. Johnston, chairman, Lincolnton; J. H. King, D. A. Coon.

Macon—P. E. Gaston, chairman; J. Ammons; J. G. Crawford.

Madison—J. N. Elbo, chairman, Bluff; W. C. Sprinkle, R. C. Buckner.

Martin—Rev. T. B. Haughton, chairman, Williamston; S. W. Outerbridge, J. C. Smith.

McDowell—Rev. M. C. Kaylor, chairman; J. C. Brown, W. G. Hunter.

Mecklenburg—S. W. Reid, chairman; W. A. Barrier, A. G. Kirkpatrick.

Mitchell—S. J. Turner, chairman, Bakersville; J. H. Greene, D. H. Greene.

Montgomery—W. R. Harris, chairman, Ophir; James M. Wright, P. H. Turner.

Moore—Daniel McIntyre, chairman, Jackson Spring; Duncan P. Shields, M. J. Blue.

Nash—Jno. H. Thorpe, chairman, Rocky Mount; S. P. Gill, Union Hope; Rev. G. M. Duke, Nashville.

New Hanover—Horace A. Bagg, chairman; B. G. Worth, E. L. Peirce.

Northampton—Jas. W. Grant, chairman, Garysburg; J. G. L. Crocker, Rufus Maget.

Onslow—E. W. Ward, chairman, Duck Creek; H. H. Sandlin, Charles Gerock, Jr.

Orange—Joseph A. Harris, chairman, Hillsboro; Geo. W. Winston, B. C. Patton.

Pamlico—J. W. Dawson; D. W. Brinson.

Pasquotank—W. O. Temple, J. H. Sawyer, R. C. Sherlock.

Pender—T. G. Armstrong, Edwin Fennell, L. H. McClammy.

Perquimans—Dr. David Cox, Hertford; Whitaker Myers, A. S. Jordan.

Person—J. S. Merritt, Roxboro; J. H. Street, J. S. Coleman, Bushy Fork.

Pitt—Rev. Thos. C. Carrick, D. C. Moore, Maj. H. Harding.

Polk—T. T. Ballinger, chairman; Rev. T. Bright, James Wilkins.

Randolph—M. S. Robins, chairman, Asheboro; J. T. Crocker, J. A. Blair.

Richmond—R. A. Johnson, Rockingham; N. F. Bowdon, Rockingham; M. A. McKinnon, Laurinburg.

Robeson—J. A. McAllister, chairman, Lumberton; William Black, Rev. S. Ivey.

Rockingham—J. A. Ratliff, chairman, Wentworth; G. R. McNeil, J. Wright Moore.

Rowan—Jno. Hedrick, A. W. Klutz, W. G. Watson.

Rutherford—C. Burnett, Rutherfordton; C. C. Goforth, Brittain; J. P. Burgess, Factory.

Sampson—W. B. Stewart, chairman, Clinton; W. E. Faison, Clinton; A. R. Herring, Taylor's Bridge.

Stanly—S. J. Pemberton, chairman, Albemarle; W. L. Bernhardt, L. C. Pond.

Stokes—W. W. King, Danbury; J. F. Hill, Wilson's Store; M. F. Mitchell, Dillard.

Surry—W. M. Cundiff, Siloam; Dr. K. Thompson, Edwardsville; Rev. R. M. Taylor, Mt. Airy.

Swain—E. Everitt, chairman; N. J. Beck, Martin Dehart.

Transylvania—J. L. Bell, chairman; Dr. Whitfield Brooks, William Maxwell.

Tyrrell—D. Alexander, chairman, Creswell; F. H. Patrick, J. B. Leigh.

Union—W. H. Fitzgerald, chairman, Monroe; A. J. Price, A. F. Stevens.

Vance—J. J. Horner, chairman, Henderson; R. A. Bullock, W. H. Burwell.

Wake—L. D. Stephenson, Raleigh; H. C. Olive, Apex; W. C. Brewer, Wake Forest.

Warren—T. P. Jerman, chairman, Ridgeway; W. G. Plummer, Warrenton; R. E. Ballard.

Washington—Thos. S. Armistead, chairman, Plymouth; W. C. Downing, Julius L. Howell.

Watauga—T. J. Coffey, chairman, Boone; J. M. Brown, Thos. Bingham.

Wayne—J. A. Bonitz, chairman, Goldsboro; Jas. F. Oliver, Albert Aycock.

Wilkes—Rev. G. W. Green, chairman, Moravian Falls; Wesley Joines, C. C. Wright.

Wilson—J. W. Lancaster, chairman, Wilson; S. Barnes, Wm. Woodard, Jr.

Yadkin—L. A. Spears, chairman, Huntsville; S. S. Bohanan, C. D. Swain.

Yancey—W. A. Honeycutt, chairman, Ivy Gap; C. Peterson, John Woody.

EDUCATIONAL NOTES.

SALEM FEMALE ACADEMY, the old favorite, has 180 pupils enrolled.

THERE ARE fifteen schools for the Cherokee Indians in North Carolina.

THE GASTONIA HIGH SCHOOL, Mr. James A. Bryan, Principal, has more than 100 pupils.

THE TARBORO ACADEMY BUILDING, an old landmark of that town, has been destroyed by fire.

JUDSON FEMALE COLLEGE at Hendersonville, Henderson county, has nearly 100 students enrolled.

WENTWORTH HIGH SCHOOL, Johnston county, has chosen a son of Gen. Robert Ransom, as principal.

THERE ARE nine students from North Carolina in the Southern Theological Seminary at Louisville, Ky.

LAURINBURG FEMALE INSTITUTE, Richmond county, Prof. J. F. McKinnon, Principal, has enrolled 97 pupils.

ROLESVILLE HIGH SCHOOL, Wake county, under the principalship of Mr. L. N. Ranes (Wake Forest), has nearly 50 pupils.

OAK INSTITUTE at Mooresville, Iredell county, is in charge of Rev. T. L. Triplett, Superintendent, and T. N. Ivy, A. M., Principal.

TAYLORSVILLE ACADEMY, in Alexander county, presided over by Messrs. Burke and McIntosh, is becoming a popular and successful school.

THE TRUSTEES of North Carolina College at Mount Pleasant, Cabarrus county, are taking steps to raise an endowment fund for that institution. Success to them in the effort.

OAK RIDGE INSTITUTE, Guilford county, has one hundred and thirty pupils enrolled. It is under the able management of Profs. J. A. & M. H. Holt, and is rapidly rising in public esteem.

THE *Western Carolinian* says there are 112 pupils in the public school at Hickory, Catawba county. It is under the auspices of Miss Annie L. Rhyne, Miss Emma Ingold and Mrs. R. P. Dakin.

WASHINGTON ACADEMY, Beaufort county, has enrolled 38 pupils, and the *Washington Gazette* says Prof. C. U. Hill is doing solid work and his pupils show evidence of marked improvement.

UNION INSTITUTE is the name of a new academy just opened in Union county by Mr. J. P. Grey, a graduate of Davidson College. The building is new and commodious, and a successful school is predicted.

A TEACHERS' INSTITUTE will be held at Louisburg, Franklin county, beginning December 14th. Monday, Tuesday and Wednesday will be devoted to the white teachers, and Thursday, Friday and Saturday to the colored teachers.

THE CABARRUS COUNTY TEACHERS' ASSOCIATION met at Poplar Tent, November 21st. The attendance was fair, and the discussions by Prof. Schaeffer, Superintendent Smith, Mr. Sherrill and Rev. R. S. Arrowood were highly interesting.

WEAVERVILLE COLLEGE, Buncombe county, has in attendance an unusually large number of students from all sections of western North Carolina. Prof. Atkins is thoroughly absorbed in his work and by the aid of an efficient faculty is building up the best school in that part of the State.—*Asheville Tribune*.

MAJOR S. M. FINGER, our State Superintendent of Public Instruction, after consulting with Attorney General Davidson, says the Board of Education of any county can instruct the County Superintendent to refuse a certificate for non-attendance upon a county institute. This is an important ruling and teachers should bear it in mind.

THE SOUTHERN NORMAL SCHOOL at Lexington is doing a grand work in North Carolina. The number of students is increasing regularly, and some of the most successful teachers in the State are from this school. May it continue to prosper and soon grow to double its present proportions.

SALISBURY GRADED SCHOOL has nearly 300 pupils enrolled. Prof. R. G. Kizer, formerly Principal of Enochsville Academy, is Superintendent, assisted by Mr. H. J. Overman, Miss Bessie Neely, Miss Florence Woodson, and Miss Capitola Moose. A correspondent of the Statesville *Landmark* speaks in high terms of the work done by this school.

COUNTY SUPERINTENDENT RUCKER, of Rutherford, asks what has become of the State Association of County Superintendents, and suggests that they hold a meeting next summer with the Teachers' Assembly at Black Mountain. This is a capital idea and we are sure that the County Superintendents and teachers will greatly enjoy this mutual acquaintance.

PRESIDENT BATTLE of our State University recently visited Oakdale Academy in Alamance county, where he addressed a large and appreciative audience. He speaks in high terms of this excellent school, which is under the principalship of Mr. J. A. W. Thompson, assisted by Messrs. A. Baker, W. T. Whitsett, J. J. Fowler, Z. V. Peed, and Misses E. H. McIver and B. D. Patterson.

ONE OF THE most imposing buildings in Raleigh is the new structure, now nearly completed, for use by St. Augustine's Normal School. It stands in an open field, bare of trees, about a quarter of a mile east of Oakwood cemetery. By reason of its elevation it can be seen for miles from the north. It is well constructed, of brick, and is four stories high. A massive cross projects above the centre of the front.

MT. VERNON SPRINGS ACADEMY, Chatham county, is an excellent school and is well patronized. It numbered last term 139 pupils and its prospects are quite flattering. Its property is worth nearly \$2,500, and the school is in charge of Messrs. R. P. Johnson, A. M., and J. S. Jones, Principals, assisted by Miss E. L. Merrill, of New York, and Miss M. C. Arnold in the departments of music, drawing and calisthenics.

UNION LITERARY ACADEMY of Chatham county has about sixty regular students. It is presided over by Mr. S. B. Turrentine (University N. C.), Rev. W. H. Thompson, Mrs. W. S.

Turrentine and Miss Ella Winfield. The editor of the *Pittsboro Home*, who is also County Superintendent, says these ladies are particularly accomplished in their departments, and the school is giving the greatest satisfaction to its patrons.

MT. OLIVE HIGH SCHOOL, Wayne county, is in charge of Mr. W. J. Scroggs, Principal, assisted in the intermediate department by Miss Kate Pearsall, and in the primary by Miss L. Frank Houston. It has enrolled 110 pupils. The principal has inaugurated a series of semi-monthly public lectures—the one on the 30th of October, by Rev. B. F. Marable, D. D., “A Plea for Bad Boys,” is reported as a most entertaining and instructive address.

CATAWBA COLLEGE at Newton, Catawba county, has 180 students. The music department is in charge of an experienced teacher and a very superior vocalist. The classics are taught by Prof. Thompson of Amherst College. Higher mathematics and the sciences by Prof. Foil, who has taught these branches in this institution for the past twelve years. The primary department is in charge of Miss W. A. Lantz, who obtained her education here and at Mt. Holyoke Seminary, Massachusetts. The school is well furnished with handsome desks, globes, charts, immense blackboards, &c.

A GLOBE is now almost a necessity in the school-room. The prices at which the standard kinds are generally sold place them beyond the reach of many schools. To enable every teacher to obtain this very useful article of school apparatus at a reasonable price, Messrs. Alfred Williams & Co., of Raleigh, have secured a good-six inch globe, nicely finished, on wire stand, price 50 cts. The same globe on wood stand, price \$1.00, including postage. The globes are sufficient for all practical purposes, containing all the principal cities of the world, including our State capital.

THE RALEIGH GRADED SCHOOL will be opened on 30th inst., in the handsome new building which is just completed. The furniture is the elegant “New Paragon Desks” and settees, all supplied by Messrs. Alfred Williams & Co., of Raleigh. The Board of Aldermen have been liberal in their appropriations

for furniture, and the school is moving grandly forward to wonderful prosperity. This new building is one of the best arranged in the South, and it is an honor to the city and a lasting monument to the faithfulness and progressiveness of our present Board of Aldermen and School Trustees.

RUTHERFORD COUNTY SCHOOL NOTES.—The County Board of Education reduced the number of school districts from 106 to 90, and the work is not done.

Schools run the full time, four months.

The aggregate school tax, exclusive of fines and penalties for 1885, exceeds \$10,000.

More than one hundred teachers attended the institutes of the county this year.

The per diem of the County Superintendent is \$2.50, and he visits the schools by order of County Board of Education.

Prof. Z. T. Whiteside goes to Mill's Spring, Polk county, for a term of ten months from January 4, 1886.

The schools and teachers are advancing.

We claim that ours is one of the best organized school counties in the State.

THE ANNUAL meeting of the State Association of colored teachers in North Carolina, held in Raleigh on the 11th inst., was a very pleasant and successful occasion. The papers which were read by the members were of a high order of merit and gave evidence of a steady progress on the part of the colored teachers. The Association was addressed by Major S. M. Finger, the State Superintendent, and Prof. E. P. Moses, Superintendent of the Raleigh Schools, and the admirable suggestions offered by these speakers were well received and freely discussed by the Association. The faithful work of the President, B. B. Goines, of Raleigh, and the Secretary, S. G. Atkins, of Salisbury, were fittingly acknowledged in their unanimous re-election. The time for next session was changed to July 7th, and the place of meeting was fixed at Kittrell Springs. The Association is to be congratulated on its advancement, and every North Carolinian is a well-wisher to its prosperity. Every colored teacher in the State

should join the Association and the attendance at the next meeting ought to be very large.

GREENSBORO FEMALE COLLEGE publishes an exceedingly bright and newsy College Magazine called the "*Message*," and we learn something from it of what that noble institution is doing in the matter of furnishing teachers in North Carolina. We take the following from the September number:

Miss Alice Pell, of '82, is teaching at Mt. Olive; Miss Annie Barnes, of '85, is teaching at Morehead City; Miss Kate Pell, of '62, is teaching near Madison, Stokes county; Miss Lillian Arnold and Miss Pattie Mann, of '84, go next month to New York City for art study; Miss Nellie Makepeace, class of '85, is teaching school at Red Springs, Robeson county, N. C.; Miss Carrie Pell has taken a position at Oak Ridge Institute as teacher of music; Miss Rachel O. Scarborough, class of '80, is teaching at Falling Creek, Lenoir county; Miss Cora A. Thompson, class of '83, is teaching music in the Clayton High School during the present session; Miss Mary Webb is now teaching at Oaks, Orange county; Miss Anna Maloney, of the College faculty last year, has returned to the New England Conservatory of Music; Miss Mattie Gannon, of '85, is teaching in the school of her sister, Mrs. J. N. Atwater, Principal of the Meadow Branch School; Miss Loulie Jones, of '85, is teaching a private school at Cary, Wake county; Miss Alice Guess, of '85, is assisting Mr. Bagwell in his school at Cary, Wake county; Miss Jessie Gilmer, a former pupil of Greensboro Female College, will have charge of the music department of Friendship Academy, Alamance county; Miss Mamie Caldwell has charge of the primary department at the College, and has about twenty lively urchins under her charge; Miss M. E. Carter, of the class of '49, is President of the Methodist Female Seminary at Durham, and is assisted by her sister, Miss Annie M. Carter, of '75; Miss Lou Page, of '85, is teaching at Hoffman's; Miss Luke Blair, of '82, at Monroe; Miss Nellie Dixon, of '81, at Summerfield; Miss M. Beardsley, art teacher at the College for the past five years, has a studio in Scranton, Pa.

IN THE SCHOOL-ROOM.

RECITATION.

FOR A SMALL BOY.

TO THE AUDIENCE IN FRONT.

You think I do not dare to talk
Because I am so little,
But every boy must learn to walk
Before he learns to whittle.

TO THE AUDIENCE AT THE RIGHT.

When little Henry Clay was young,
He was afraid and bashful,
But when he learned to use his tongue
He used it very rashful.

TO THE AUDIENCE AT THE LEFT.

When Daniel Webster first began,
He could not speak a letter;
But, when he grew to be a man,
He did a good deal better.

TO TEACHER OR CHAIRMAN ON PLATFORM.

So every boy should do his best,
No matter where he stands, sir;
And now I think I'll take a rest
And let you clap your hands, sir.

—*Eugene J. Hall.*

INFORMATION WANTED!

A tree 120 feet high was broken off in a storm, the top striking 40 feet from the roots, and the broken end resting upon the stump, allowing the ground to be a horizontal plane, what was the height of the part standing? Davies' Univ. Arithmetic, page 332.

Perhaps any reader of THE TEACHER knows a *purely arithmetical* solution of the above problem. I should like to hear from that one, either through THE TEACHER or by private correspondence. I have frequently solved it for my pupils, and although I have not less than four methods, no one of them is purely arithmetical. Each of them involves one or more geometrical principles with which the common student is unacquainted.

J. I. GOODMAN.

MOORESVILLE, November 28th, 1885.

NAMES OF MULTITUDE.

A little girl was near the picture of a number of ships, when she exclaimed: "See what a *flock* of ships!" We corrected her by saying that a flock of ships was called a *fleet*, and a fleet of sheep was called a *flock*. And here we may add, for the benefit of the foreigner who is mastering the intricacies of our language in respect of names of multitude, that a flock of girls is called a *bevy*, and a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *troop*, and a troop of partridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and

a mob of whales is called a *school*, and a school of worshippers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of robbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentlefolks is called *elite*, and the *elite* of the city's thieves and rascals are called *roughs*, and a miscellaneous crowd of city folks is called the *community* or *public*, accordingly as they are spoken of by the religious *community* or the secular *public*.—*Exchange*.

A MIGHTY SENTENCE.

The opening sentence of the Bible, "In the beginning God created the Heaven and the earth," contains five great universal terms, and speaks of as many boundless totalities—God, Heaven, earth, creation and the beginning. It is, perhaps, the most weighty sentence ever uttered, having the most gigantic members. In its comprehensive sweep it takes in all past time, all conceivable space, all known things, all power and intelligence, and the most comprehensive act of that intelligence and power. This sentence is a declaration on nearly all the great problems now exercising scientists and philosophers.—*The Independent*.

WHAT YEAR IS IT?

Here is a very curious problem for little scholars to work out and explain: Take a piece of paper, and upon it put in figures your age in years, dropping months, weeks and days. Multiply it by two; then add to the result obtained the figures 3,770; add two, and then divide by two; subtract from the result obtained the number of your years on earth, and see if you do not obtain figures that you will not be likely to forget.—*School Journal*.

NORTH CAROLINA TEACHERS' ASSEMBLY.

CONSTITUTION.

(As amended at recent session of the Assembly).

NAME.

This body shall be known as "THE NORTH CAROLINA TEACHERS' ASSEMBLY."

OBJECT.

The object of this Assembly shall be to enable the teachers to meet for the discussion of educational questions; to give them an opportunity of hearing the opinions and methods of distinguished specialists in the various departments of the teacher's work; to aid teachers in securing situations, and to afford the means of combined action in obtaining such educational legislation as the best interests of the State may demand.

ORGANIZATION.

The officers of the Assembly shall consist of a President, nine Vice-Presidents, Secretary, Assistant Secretary, Treasurer, an Executive Committee of thirteen members, three Trustees and a Counselor for each county.

ELECTION.

All officers and the Executive Committee shall be elected at the conclusion of each annual session of the Assembly, to serve until their successors are chosen and qualified.

EXECUTIVE COMMITTEE.

This committee shall consist of the President, Secretary, and eleven active members of the body.

It shall be the duty of this committee to meet at least once a year, at such time and place as the chairman may designate, to arrange a general programme for next meeting, to examine and approve accounts of the Treasurer, to decide upon applications for membership, and to have full management of all matters pertaining to the Assembly during its recess.

TREASURER.

The Treasurer shall give a good and justified bond in the sum of one thousand dollars for the faithful performance of duty. This bond shall be filed with the Executive Committee.

TRUSTEES.

All property belonging to the Assembly shall be held by the Trustees in the name of the "North Carolina Teachers' Assembly," and when necessary, the same may be insured in some reliable company.

MEETINGS.

The Assembly shall hold an annual meeting at such time as the Executive Committee may appoint.

MEMBERSHIP.

All persons who may be approved by the Executive Committee are eligible for membership in this body.

There shall be appointed by September 1st, for each county in the State, by the chairman of the Executive Committee, a Counselor, whose duty it shall be to report to the Secretary by December 1st, the names of all teachers in his county, whom he would consider active and desirable members of the Assembly. These having been approved by the Executive Committee, shall be notified by the Treasurer of their membership and then become members of the Assembly. Others not actively engaged in school work may be received as honorary members upon the decision of the Executive Committee, and payment of same fee required of active members, and they may enjoy all the rights and privileges accorded to other members, except the right to vote.

The presentation of the Treasurer's certificate of membership shall be necessary to obtain reduced fare on railways and at hotels.

DUES.

The only dues collected by the Assembly shall be an annual fee of two dollars from male members and one dollar from female members, and these fees are due January 1st of each year. The fund so raised shall be used solely in defraying the incidental expenses and in securing talented and eminent instructors for each annual assemblage.

COLLECTION AND DISBURSEMENT.

All funds are to be collected by the Treasurer, for which he shall receipt, and the same are to be disbursed by him only upon the order of the President, duly attested by the Secretary.

APPLICATION FOR MEMBERSHIP.

Applications for membership must be made to the Secretary of the Assembly, which application will at once be placed in the hands of the Executive Committee for its action.

QUORUM.

The presence at any meeting of thirty members shall be necessary to constitute a quorum, provided such meeting shall have been called by the Executive Committee.

AMENDMENTS.

Amendments to this Constitution may be offered in writing at any regular session of the Assembly, and being adopted by a two-third vote of the members present, shall become a part of the Constitution.

THE WHOLE State is greatly interested in the next meeting of the Assembly, and it will be a grand reunion of North Carolina teachers who have the interest of North Carolina children and schools at heart.

WE ARE expecting many good speeches at the next Assembly from those teachers whom we have faithfully at work in our midst, and it is intended to induce every teacher in the State to take an active part in all the work of the session.

A LARGE number of new names has been sent for membership in the Assembly and nearly all the original members will be present, and even those who have left the profession will rejoice at again meeting pleasant and congenial co-workers.

THE "NORTH CAROLINA NORMAL COLLEGE," which was so heartily endorsed by the last session of the Teachers' Assembly as an absolute necessity in the State, is gaining popularity every day, and with the entire profession to support the cause its establishment is almost a certainty.

WE HAVE the promise from railroads that our rates of fare to the Assembly next summer will be considerably lower than ever before, and the privileges will be as great as usual. The expense of attending the next session will be very little, and any teacher can easily secure the necessary amount by saving two or three dollars each month. The benefits are worth many times the small cost.

DO YOU realize that North Carolina is getting a fine educational reputation abroad on account of the great number of very able teachers we have? There is talent enough in the State, of the highest order, to give success and enthusiasm to educational meetings of any magnitude. A visit to the Assembly will make you exceedingly proud of the "Old North State" and glad that you are a North Carolina teacher.

EDITORIAL.

EXAMINATION OF TEACHERS.

We do not approve of this continual examination of a teacher holding a first grade certificate. The law which compells a first grade teacher to go before a county superintendent at a certain time every year for re-examination and renewal of certificate ought to be repealed. It does the teacher no good nor does it in any way improve our schools, but on the contrary frequent examinations cause the competency of a teacher to be doubted by her own pupils. Let the State Board of Education, upon recommendation of the County Superintendent after one examination, issue a certificate to teach, which shall be in force for five years, and in every county of the State, unless revoked for cause. All examinations by county superintendents ought to be upon a uniform standard of scholarship prescribed by the State Superintendent of Public Instruction.

Let our "State Normal College," when established, take the place of the State Board of Education in the matter, and we will have more good schools and plenty of good teachers. Many an excellent female teacher is driven from the profession after the first year of teaching, by the mortification and embarrassment of annual examinations by the County Superintendent at the court-house. It is hardly to be presumed that a live teacher who has a first grade certificate and is actively at work in the school-room is going to move backward in knowledge or experience, hence the folly of the frequent examination of that teacher. Of course a teacher going from one county into another to take a school ought to carry a certificate as to moral qualification from the superintendent of the county from which the teacher removes.

It would be reasonable to require a new examination after a teacher had been out of the work for three or more consecutive years and desired to again take a school, because it is right to polish up the faculties for work after long rest and perhaps rusting, and no thoughtful teacher could complain at this requirement. If there were to be no other examination of a teacher after reaching the highest grade, every one who now holds a third or second grade certificate would be stimulated to the greatest efforts towards being at the top in the profession; thus in a short time there would be found in North Carolina but few teachers who had not proudly attained the highest grade of proficiency, and our already progressive State would then enter upon a new era of educational prosperity.

WE ASK YOUR special reading of the very able article by Mrs. Annie Chambers-Ketchum in this issue of THE TEACHER.

DON'T LET Christmas pass without your giving your pupils some nice little entertainment appropriate to the season. It will be but little trouble or expense to you but give a great deal of enjoyment to the children and make them more in love with their school.

THE TEACHER cordially invites contributed articles from every teacher in the State upon live educational topics. We want a free exchange of views upon all matters concerning the progress of our schools and the improvement of our methods of teaching. Let us hear from you.

NO TEACHER in North Carolina can afford to be without an educational paper. Specially is it true that no North Carolina teacher can afford to be without THE TEACHER, as it is the great medium of communication between the brotherhood in the State, and the suggestions which successful teachers give through its pages stimulate every live teacher to greater efforts and certain advancement.

THE FAITHFUL, conscientious teacher is sure of success. It does not so much matter what new method is adopted or what great educator is followed, provided you have the interests of your pupils at heart and give your whole attention to faithful and systematic efforts in training their minds and souls.

THE TEACHER will be clubbed at a low rate with any North Carolina newspaper, and subscriptions may be sent either to THE TEACHER or to the other paper that is wanted. We also send THE TEACHER with any of the leading magazines in the Union at reduced price and will be glad to furnish rates on application.

NORTH CAROLINA TEACHERS must have a Reading Circle. The course for the first year ought not to be too extensive, but embracing about three or four subjects of special value to the teacher. No doubt the Teachers' Assembly at the coming session will formulate a plan for the Circle, providing for discussions, examinations and lectures upon the selected topics at the following meeting. The course of reading ought to include a standard work upon the following subjects: General History, some selected period of North Carolina History, Methods of Teaching, and a Biography of some eminent educator.

FROM EVERY section of our State comes the demand for the establishment of a "North Carolina Normal College" such as THE TEACHER has been strongly advocating for several months. Our men and women who desire to become the very best teachers are tired of being compelled to go into another State for the necessary training. We want good teachers, we want *professional* teachers and the State must provide the means for making her teachers the best in the land. Our University is providing this training for the men, now let the State give the same privileges to the women who have charge of more than half of our schools. The "Normal College" can be established with an appropriation of \$20,000 per year, and this sum can be used in no other way that will yield handsomer returns. All instruction should be free to those intending to teach and the annual term should be nine months, and a certificate of proficiency issued by the college should be valid for all time and in every county in the State.

ABOUT OUR TEACHERS.

MR. JETHRO R. WILSON is teaching in Caldwell county.

MR. G. W. HERRING is teaching at White Hall, Bladen county.

MISS MARY M. DAVIS has a good school at Arcola, Warren county.

MISS MOLLIE EVANS is teaching at Catharine Lake, Onslow county.

MR. Z. J. WHITFIELD is teaching near Scotland Neck, Halifax county.

MR. J. I. GOODMAN has charge of Linwood Academy, Davidson county.

MISS CALLIE WOODWARD is teaching near Gum Branch, Onslow county.

MISS JENNIE WHITLEY will have charge of Richland Academy, Beaufort county.

MISS JENNIE PATRICK, of Lenoir county, is teaching at Cobton, Craven county.

MR. M. M. LEMMOND is Principal of Flint Hill Academy, Mecklenburg county.

MR. J. J. HARRISON is teaching a public school near Emanuel, Caldwell county.

MR. JAMES A. RAMSEY has taken charge of the school at Seaboard, Northampton county.

MISS HENNIE PATRICK, of Lenoir county, is teaching near Washington, Beaufort county.

MISS TILLIE HARMAN will assist Mrs. Rights in her school at Kernersville, Forsyth county.

MR. WALLACE C. RIDDICK (University N. C.), of Wake, is teaching at Mt. Airy, Surry county.

MR. W. L. YARBOROUGH, of Ason county, has taken a school at Big Lick, Stanly county.

MISS MARY D. WILSON, of Cross Roads Academy, is teaching in Yadkinville, Yadkin county.

MISS MARY LEWIS, of Salem, has charge of the district school at Friedberg, Forsyth county.

MISS LUTIE LUNSFORD is teaching at Mitchell's School-house, near Mt. Energy, Granville county.

MR. W. T. WHITSETT is now employed in Oakdale Academy. He is meeting with much success.

PROF. P. P. CLAXTON has sailed for Europe, where he will pursue his studies in the schools of Germany.

MISS MATTIE RATTERREE (Southern Normalist, Nashville) is teaching at Green Hill, Rutherford county.

MISS ELLA P. GUILFORD will take charge of the school at Maul's Point, Beaufort county, December 7th.

MISS CLARA DIXON, of Greene county, is teaching a private school in the Old Ford section of Beaufort county.

MISS LIZZIE TAYLOR, Miss NOTRE JOHNSON, Miss WILNA HARRISON and Miss CLARA SETTLE are teaching in Rockingham county.

PROF. S. SIMPSON, formerly President of Yadkin College, is Professor of Natural Science of Westminster College, Maryland.

PROF. VENABLE, of the University, is the inventor of a thermometer for showing the heat or cold of chemical combination.

MR. E. G. CONYERS, Superintendent of Public Instruction for Franklin county, has removed from Youngsville to Cedar Rock.

PROF. J. DEB. HOOPER, of the University, has been forced by ill health to resign the Chair of Greek, and is succeeded by Mr. Sol. C. Weill.

MR. R. M. TAYLOR, of Mt. Airy, a teacher in the public schools of Surry, exhibited a very handsome map of that county, drawn by himself, at the late State Fair.

DR. K. P. BATTLE, JR., son of President Battle of the State University, is one of the staff of Leonard Medical College at Raleigh, his specialty being instruction in physiology.

MISS LAURAH WOOD is teaching near LaGrange, Lenoir county. Her school continues to grow in interest. She has pupils from Wayne, Greene, Jones and Lenoir counties.

MR. J. M. DOWNUM, of the Mocksville school, and Mr. B. G. Marsh, of Troy, expect to join the North Carolina Conference and enter the ministry of the Methodist Episcopal Church.

PROF. JOHN DUCKETT, of Greenville Institute, highly recommends the action of the Raleigh School Commissioners in the selection of Miss Metta Folger as one of their teachers.

MR. A. W. OWEN, of Salisbury, who recently closed his school at Union Male and Female Academy, Rowan county, has been elected principal of a public school in China Grove township.

PROF. C. R. OWEN, of Salisbury, who was Principal of Westfield High School, has taken charge of a school at China Grove as principal. His school is well conducted and appreciated by his patrons.

MISS MAMIE V. OWEN, of Salisbury, who had charge of the musical department at Yadkin Mineral Springs Institute, has taken charge of a school in Morgan township, Rowan county. Her school is well conducted and her services greatly appreciated by her patrons.

DR. F. P. VENABLE, Professor of Chemistry at the University, has been unanimously elected lecturer in chemistry in the government school at Martha's Vineyard. The school is held in July and August—the vacation of the University. This is the school at which the eminent and classical Dr. Sheppard has made for himself so extensive a reputation throughout the North. It is a very high and a deserved compliment to Dr. Venable and to our State University.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

“Arithmetic in former days said ‘one and one are two,’
But now we have advanced so far that that style will not do ;
And blushing bride and happy groom, whose lonely lives are done,
Say, with the parson’s full consent, that one and one are one.”

MISS LOU SHELL was married at Trinity College, Oct. 14th, by PROF. W. H. PEGRAM to MR. JOHN W. JONES, of Wake county.

MR. JOSHUA R. RUST, of Bridgewater, Burke county, was married Oct. 18th to MISS JENNIE BUFFALO, of Wake county.

MISS LOU MORGAN, of Asheville, was married, Oct. 20th, to MR. J. H. PETTY of Manly, Moore county.

MISS ELLA McVEIGH, of Murfreesboro Female College, was married October 21st to REV. R. T. VANN, of Wake Forest.

MISS EMMA H. WHITE was married at Raysville, Indiana, Oct. 22d, to MR. ELIHU A. WHITE.

MISS LAURA GRIFFITH, of the Edenton Graded School, was married Nov. 4th to MR. WM. M. BOND.

MISS ALICE EVERTSON, formerly of Claremont College, Hickory, was married Nov. 5th to DR. J. G. RUSSELL, of Chicago.

MISS BETTIE WINCHESTER, who had been teaching at Summerfield, was married at Greensboro, Nov. 12, to MR. T. N. VERNON.

MR. E. E. HILLIARD, of Scotland Neck, was married Nov. 18th to MISS MARY W. MONTAGUE, of Wake Forest.

MR. JEROME C. HORNER, of Oxford, was married Nov. 18th to MISS KATE W. WILLIAMS, of Wilmington.

AMONG THE NEW BOOKS.

TEACHERS WILL find something new and attractive for school exhibitions in “The Elocutionists Annual No. 12,” price 30 cents, just issued by the National School of Elocution and Oratory, Philadelphia.

THE NEW series of readers published by Messrs. E. H. Butler & Co., of Philadelphia, is a model of beauty. The paper is excellent, the type new and clear, the engravings are profuse and very handsome, the selections of matter and the arrangement are all that can be desired, and the entire series (five books) is beautifully bound in cloth.

THE NEW ENGLAND PUBLISHING COMPANY, Boston, have an admirable little new “Manual of Gymnastics,” price 20 cents, containing plain, simple and practical exercises in calisthenics for schools, many of the pieces being set to appro-

pritate music This company has issued a valuable little work entitled "Essentials of Geography—Western Hemisphere." It is a very useful outline of work for the teacher and also a concise text-book for the pupil.

HAVE YOU seen the capital little "Primary History of the United States," just published by Messrs. A. S. Barnes & Co., New York? The great popularity which the "Brief" histories have earned with our teachers is certain to be also given this "Primary" book. The style in which the country's history is told is exceedingly pleasant, and it is indeed a treat to see so many new engravings in a school history. The style is clear and the story of our country is given in a manner that is perfectly fair and unbiased.

MESSRS. D. C. HEATH & Co., Boston, though a new publishing house, have a very attractive list of books which will interest teachers. Among their latest issues is "Elements of the Inorganic Chemistry," price \$1.25, by Prof. James H. Shepard, of Ypsilanti High School. The author is a chemist of considerable note, and the plans of the book are based upon his own practical methods, and in the preparation of his work he was most ably assisted by a large number of prominent chemists throughout the Union. These publishers have also just issued a neat little volume of "Grimms' most popular fairy tales in German, under the title "Kinder und Hansmarchen," including "Cinderella," "Red Riding Hood," &c. The tales are well printed in clear roman type instead of German characters, a style of printing which is rapidly gaining ground in Germany. The book has full English Notes, Glossary and Appendix.

MESSRS. ALFRED WILLIAMS & Co., Raleigh, have just published a new, revised and greatly enlarged edition of the well known and popular "Busbee's North Carolina Justice and Form Book." Bound in leather, nearly 600 pages, price \$2.50. This is the only reliable manual of the kind published in the State, containing all the late changes in the laws, and it will be found indispensable to Justices of the Peace, and also very useful to all classes of business men.

Teachers will be interested in the new series of "North Carolina Copy Books" which Messrs. Williams & Co. have also just published. The series comprises seven numbers, and in paper, binding, beauty of handwriting and size are equal to any others in the market, while they have the advantage of being about 30 per cent. cheaper than any other series. They retail for ten cents, and are sold at a good discount to dealers and teachers.

THE PROGRESSIVE house of Guin & Co., Boston, are adding a number of excellent new books to their list. A "Shorter Course in Algebra," by Prof. Wentworth, is just from the press, price \$1.10. This book is in every way as good as the author's other works, and is designed for students who have not sufficient time for the full course. "Language Lessons in Arithmetic," by Miss Ellen L. Barton, Principal of Portland School for Deaf, is of great value to primary teachers. Its price is 85 cents, and ought to be in the hands of every teacher. Professors Wentworth and Hill have a "Practical Arithmetic, Abridged Edition," which is made up of very short and clear Rules and a great number of Problems, such as cannot fail to make the pupil thoroughly acquainted with figures and their combinations. A new "Singing Book for High Schools and Singing Classes (price 80 cents), by Prof. F. H. Pease, will be popular in schools where students are taught to sing. The preliminary exercises are all in the Tonic sol-fa plan, though figures are used instead of letters. The book is a good one, and we hope teachers will examine it.

Office of Alfred Williams & Co.,

Booksellers and Stationers,

Raleigh, N. C., December 1, 1885.

To North Carolina Teachers:

We are daily increasing our facilities towards meeting the demands for a large Wholesale and Retail Book establishment in this State, and we are now fully prepared to supply the ten thousand North Carolina teachers with all kinds of Books and Stationery which may be needed in their schools, and at prices as low as can be obtained from any Northern house.

We can fill mail orders as satisfactorily as if you were present in person, and the goods, in most cases, are forwarded the same day on which orders reach us, and at special low Express rates which we have been able to secure for our customers, because we are the largest Express shippers in the State.

Soliciting your orders, we remain,

Very truly yours,

Alfred Williams & Co.

A MERRY CHRISTMAS



A HAPPY



NEW YEAR

T H E
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, DECEMBER, 1885.

NO. 4.

HOLIDAY TIME.

Vanished are the many classés,
Schools are scattered far and wide;
By the thousand lads and lassies
Sport and play, romp and hide.

Happy scholars! happier teacher!
May your skies be bright and blue!
Not the Czar of all the Russias
Is so trouble-free as you.

Blessings on the little dreamer,
Some fond mother's joy and pride,
Chasing squirrels through the forest
As the golden moments glide.

Peace be with thee till *Delectus*
Claims once more thy roving mind,
And the tough old foeman "*pectus*"
Has again to be declined.

Men this winter morn are winning
Fire from sunless caves of night,
Delving, stitching, digging, spinning,—
How they work with all their might!

How they work to feed and clothe us,
Braving pain by land and sea!
Never let those true men loathe us,
Idle drones we will not be!

Let us work at school and college,
Hard as colliers in the pit,
Hewing out great lumps of knowledge
For our neighbor's benefit.

Never can you grace your station
If you be not true and wise;
Take then, boys, your recreation
Underneath the pleasant skies.

Idle only for a season,
While you breathe the winter breath;
Idleness in school is treason,
Meanness, misery and death!

—*Adapted.*

HOW TO TEACH FIGURES.

Teach figures precisely as you teach words, by using the simple law of association. Show a number of objects and write the figure. Write the figure and have the pupils show that number of objects. Show a number of objects and have the pupils write the figure. This may be done with each number from 1 to 10 inclusive. It is a good plan to have the class at the blackboard, each pupil having a marked-off space two feet wide. The teacher may show the objects (of different kinds) and have pupils indicate the numbers they see by writing figures. The figures should be written neatly in columns. If a pupil is inclined to copy, give him a column to write by himself.—*Exchange.*

[For The North Carolina Teacher.]

THE VALUE OF MODERN LANGUAGES IN THE HIGH SCHOOLS AND COLLEGES.

BY WALTER D. TOY, PROFESSOR OF MODERN LANGUAGES, UNIVERSITY OF NORTH CAROLINA.

A very old and wise tradition has assigned to Latin, Greek and Mathematics an important place in the machinery for sharpening the wits of our youth, and we do well to follow this tradition. But we can none the less afford to ignore the claims of other studies, now that these claims have been so often and so reasonably presented. Our colleagues in the department of Natural Science are not slow to demand a fair hearing, and we who go the modern language way, are equally confident that we have something to offer that is really worth having.

In the present paper it is not designed to make an attack upon the system that has led us so far into Latin and Greek; nay, more, we do not even intend to make a direct comparison between the classic and the modern languages, considered as a means of discipline. We desire simply to present some very brief reasons for considering the modern languages as a worthy instrument of education in our high schools and in our colleges. Let us confine the discussion to French and German, and let us begin by inquiring what help the educator may expect from these languages.

The disciplinary value of linguistic study is to be sought in the fact that it constantly offers an opportunity both for making nice distinctions in thought, and for giving adequate expression to thought. In so far as it leads us to think clearly, it teaches us to think clearly. Now how does the matter stand with the French and German?

Following the usual path, we should begin our answer by pointing out that these languages possess a large store of inflected forms. We should refer to the use of the articles and the prepositions, to the delicate matter of the position of words, to views

of gender altogether different from our own; in a word, to a long series of purely grammatical considerations which show clearly enough that these languages offer an exceedingly sensitive and pliable medium of thought. But important as all that is, we pass it by for the present, to consider the question of the actual interpretation and expression of thought. The notion is abroad that the modern languages are very easy to translate. French, especially, seems to justify this belief; for the immense number of Latin and Norman-French words in our English vocabulary gives us a large element in common with the French. On these familiar looking words as stepping-stones, one may dash through a French sentence, and produce a translation that seems to satisfy the somewhat liberal criterion of "making sense." But if indeed it "make sense," it may not be the right sense, and it rarely makes good English. After all, is this a translation? Is not the task much more delicate and serious?

The problem rather is: having given a certain quantity of thought expressed in one medium, to transfer it without loss or gain to another medium. In a recent paper Professor Charles E. Fay, of Tuft's College, compared a translation to a chemical analysis, which, to be good, must render an exact account of all the elements contained in the original compound.

If this ideal of translation be adopted, the student will find his French and German a sufficiently serious matter. He will have before him two distinct problems; first, the accurate determination of the meaning of the text; secondly, the selection of the corresponding English form. He may find much that is similar, but he will also find at every turn how different are the roads that different peoples take to arrive at the same end. Let us look at a few of these differences:

1. In the sentence, *Das kann nicht sein; du wirst dich irren*, "that cannot be; you are probably mistaken," the *first future* is used to express a *present* probability. Similarly, we have the

"The Preparatory Schools and the Modern Language Equivalent for the Greek," The Modern Language Series, II. Reprinted by the Modern Language Association of America.

second future expressing a probability relating to the *past*, e. g., *Sie werden nicht krank gewesen sein*, "you were not sick, I suppose." The future element in both cases is the confirmation of the opinion. *It will turn out* that you are mistaken, that you were not sick.

2. The adverb *wohl* means *well*; as, *Es ist mir wohl*, "I am well"; *leben sie wohl*, "farewell." But it has another extensive and very different use. It is inserted in a sentence to express the conviction of the speaker, and imparts at the same time an interrogative turn, e. g., *Sie hat doch wohl kein Recht daran?* "Still, she has no right to it; has she?" *Das soll wohl mit auf mich gehen?* "That is to apply to me at the same time, isn't it?"

3. The English perfect with *have* is employed of action completed in the *present* sphere of time, but this sphere may for different purposes be differently conceived, e. g., we *have* already eaten breakfast. We *have been* to the theatre three times this week. That *has happened* twice this year. So far the German construction is parallel to the English. *Wir haben schon gefrühstückt.* *Wir sind in dieser woche dreimal ins Theater gegangen.* *Dies ist in diesem Jahre zweimal geschehen.*

But besides this, the German makes an enormous use of the perfect tense, where our conception of past time requires the imperfect tense. *Gestern ist ein kleines kind ertrunken*, "A little child was drowned yesterday." *Sie haben ihm grob genug geschmeichelt, aber der alte Herr fing doch Feuer*, "You plied him with coarse enough flattery, but the old gentleman took fire after all." This passage is interesting, as it contains an example of the perfect and imperfect used without distinction. In all such cases the English idiom requires the imperfect.

Again, we use the *perfect* in English where the German conception requires the *present*, e. g., "He has been a student two years"; *Er ist zwei Jahre Student.* The perfect (*ist gewesen*) would imply that the condition or state is over and gone, that he is no longer a student. In this latter case, we employ the English imperfect: he was a student two years.

4. The French language makes a very small use of the formal passive voice, but on the other hand it makes a very large use of the reflexive and indefinite forms, where we employ the passive; e. g., *Les yeux de l'amitié se trompent rarement*, "Friendship's eyes are seldom deceived." *Cela se vend à deux francs*, "That is sold for two francs." *Les choux se mangent avec du lard*, "Cabbage is eaten with bacon." *On vient de me dire que vous étiez souffrant*, "I have just been told that you were unwell." *On dit que vous êtes riche*, "It is said that you are rich."

We remark, by the way, that the construction with the indefinite *on* is to be variously rendered in English. Occasionally, we may venture to translate *on* literally *one*; but generally it is necessary to use an indefinite *we*, *you*, *they*, *people*, or to turn the phrase into the passive.

5. A long series of idiomatic expressions made up of *avoir* and a noun, such as *avoir honte*, "to be ashamed"; *avoir raison*, "to be right"; *avoir peur*, "to be afraid," etc., offer an excellent opportunity to show beginners how an adjective phrase may be turned into a noun phrase. The very common idiom, *avoir beau*, "to be useless," is explained by Littré by the ellipsis of a word like *time* or *chance*, the whole expression being ironical, e. g., *Vous avez beau parler*, "you have a fine opportunity to speak"; that is, you have no opportunity at all; it is useless for you to speak.

6. The sentence, *Depuis vingt ans que j'ai quitté les Antilles, et que je suis en France, je n'ai pas encore pu me réchauffer*, is very interesting. The meaning is plain; "During the twenty years since I left the Antilles and have been in France, I have not (yet) been able to get warm again." Here we have logically two temporal notions; first, the notion of a limit or starting point, separated by twenty years from the present of the speaker; second, the notion of continuance during this period of twenty years. The first is expressed by, Since the time when I left the Antilles, twenty years ago; the second by, and (during) which (referring to *vingt ans*) I have been in France. It is moreover denied that the action *me réchauffer* has taken place at any time within the twenty years. *Depuis*, "since," marks the

limit, and is followed by two relatives *que...que*, corresponding respectively to the Latin Ablative of Time, "time when," and Accusative of Time, "time how long."

But by a strong contraction altogether impossible for us, *depuis* is placed before the designation of the period of time.

These few examples, taken at random, may be considered as a specimen of what is abundantly provided in any French or German text. Now we hold that in making a translation, especially when idiomatic questions are involved, the student should be required first of all to take the point of view of the original, to realize as fully as possible what is actually said by the words before him. It is only after this process that he will be able to think out the intended meaning, and then he may look for the proper English form.

We have often observed how readily this subject commends itself to the attention of students; and when one begins to reflect, is not his education well under way?

If many of the points that we meet are elementary, what does it matter? We need some elementary material for minds only partially trained; and besides, there are knotty problems enough and to spare.

In this paper we have spoken only of translation as a means of discipline. Time would fail now to discuss the value of the literatures of the modern languages, their historical grammar, the comparative study of kindred tongues; and yet all this must be weighed in order to tell what modern languages are worth.

For the position of these studies in the general scheme, it is significant that the modern language scholars of the United States have formed themselves into an association, the aim of which is to foster the best methods of work in the department. Modern language work is being zealously prosecuted at the best colleges and universities of the country. Then shall not we of North Carolina, in our high schools, in our colleges and in our University, take a more decided stand in a work that promises such fruitful results?

LEAD RATHER THAN DRIVE.

A teacher who controls his school through a mode of kindness has a greater influence than the one who endeavors to exercise that indomitable will power. In the one case, on the part of the pupil there is respect, kindness and affection; in the other, fear, dissatisfaction and hatred. The teacher is looked upon as the ideal person; therefore let him display an amiable disposition. Is there not a lesson beautifully expressed in the following lines:

“He who checks a child with terror
Stops its play and stills its song,
Not alone commits an error,
But a great and moral wrong.

Give it play, and never fear it,
Active life is no defect;
Never, never *break* its spirit,
Curb it only to direct.

Would you stop the flowing river,
Thinking it would cease to flow?
Onward it must flow forever,
Better teach it *where* to go.”

—*The Teacher* (Philadelphia).

[For The North Carolina Teacher.]

METHOD OF TEACHING GEOGRAPHY.

BY D. L. ELLIS, NEW BERN GRADED SCHOOL.

Geography is an important study in our public and private schools, and it is a subject about which much diversity of opinion exists as to the best methods of teaching it.

That the old style of requiring pupils to memorize all the names of small villages, towns, &c., that are laid down in the text-books is, to say the least, a mistake, requires no very extended

argument to prove. For what profit, pray, will it be to a pupil if he succeed in mentioning the name of every island in the Pacific Ocean, or in telling you how many square miles in Madagascar island, if he knew nothing besides the mere fact?

There is little mental activity displayed in the act of memorizing; hence, if no other faculty than memory is to be exercised by the study of Geography, well might we save the expense of buying costly text-books on that subject, and procure instead an old "Blue Back" speller, which offers abundant food for memory exercises, and of just as satisfactory a character as geographical names.

A fact without the accompanying reasons, in a child's mind, is as a jewel in a swine's mouth; is an impediment rather than a desirable acquisition. The child's mind is in a state of constant inquiry, seeking to know the causes for the phenomena he sees, searching for the truth underlying any subject of which he may be studying.

How unsatisfactory, then, to the average youth must the recitation of an ordinary Geography lesson prove, where he gleans nothing but a harvest of barren facts. To illustrate: The class is studying the map of the British Isles; one pupil is told to bound Ireland, tell its capital, &c., and so with the other divisions, and that is about all that is told of England, our mother country—a country fairly bristling with the riches of history and romance, a land dear to every true American heart! Think you that a recital of the story of the original inhabitants, the Britons, their religion, Druidism, and an account of the rise and progress of the English nation, would not be interesting to a class studying Geography? Try it and see. "But we are not studying or teaching History," some one says. True; but if you are so tied down to *one* subject that you cannot levy upon another, you are to be pitied.

Not teach History with Geography? Aye, teach History and everything else, almost, known to human science.

You will find subjects in Geography that you cannot teach successfully without the principles of "isms" and "ologies."

The wide-awake boys will want to know how you manufacture iron and steel from the ores of Pennsylvania, and here you need a knowledge of chemistry; the inquisitive girls will be sure to ask you how the pretty stuffed birds and the brilliant and delicate feathers and plumes of tropical birds are prepared for the ladies' hats—calling for some information of the taxidermist's art; and you will doubtless be asked questions concerning the production of a number of food plants and the manufacture of sugar, molasses, paper, starch, rum, wine, and even of various kinds of confections, preparation of fancy dishes for the table, &c., thus necessitating a knowledge of the arts and sciences; how to cook (which every teacher, man or woman, ought to know), and many other subjects.

The teaching of population ought to include History and Theology, the study of Climate, Meteorology and Astronomy; for it is not enough to tell a class that the population of Europe is made up of French, German, Italians, Turks, and that some are Christians and some Mohammedans. You must, to borrow the forcible expression of Capt. Dugger, one of my esteemed preceptors, tell them the "why comes it so."

Perhaps, then, the reason that some teachers find their Geography classes so dull and uninterested, is that they (the teachers) do not prepare themselves for the work, but sit out the period devoted to that recitation in listlessly calling over names and asking questions on the maps. If that is the trouble, throw away your book and go to work to fix up something interesting for your pupils—study, study everything, seek to know something, and how to tell it to others. No one can teach Geography or any other subject if he does not study.

Some will object to the above plan because it takes too long a time to finish the subject of Geography. Very well; if you are ambitious only to follow text-books, go ahead with your short metre, and your classes will come out of Geography with about as much knowledge of what constitutes *real* geography as a Digger Indian has.

As a rule, we have too much machinery about our Geography-

teaching—we rely too much upon globes, maps, sand-moulding, &c. It is very well to have good globes and maps to illustrate certain features of geographical study, but to spend a whole year twirling globes, paddling in clay and working in putty to show what most children already know, is sheer nonsense.

We need teaching of such a character that it will engender habits of attention to outward objects, cultivate a careful study of natural phenomena; and we can arrive at such a state of affairs by making our work interesting to our pupils, by opening up to them the “whys” and the “wherefores” of those things with which they come in contact in their text-books.

The writer speaks from a practical standpoint in regard to this subject, and the plan so imperfectly delineated above is followed by him in teaching Geography to the advanced classes in the New Bern Graded Schools; and there is no reasonable doubt but that the primary grades could be taught, with equal success, by a somewhat modified system, suited to the degrees of mental development of the classes to be instructed.

The limits of such an article are, of necessity, so circumscribed that only a few of the more important points could be noticed; hence no attempt has been made to enter into the details of geographical study, but merely to suggest a few ideas in the hope of directing attention to those things which will add an interest to what is ordinarily considered a *dry* subject, and to invest this really intellectual branch of knowledge with new beauties.

Will not other teachers give us the benefit of their experience? What we need is a record of experiences from which we may be able to compile a perfect system of teaching.

Wake up the dull ones by having them examine special points in the advance lesson; and have them feel that they must do this thoroughly, for their report to the class will be taken as authority.

SANTA CLAUS AS A MAGICIAN.

How swift from the Northland old Santa Claus came,
From where the Aurora shoots upward its flame!
His reindeer flew rapidly over the snow,
As fast as the lightning itself can go.
He entered a town with a whiz and a dash,
And through all the houses he went like a flash.
Before you could know the old fellow was there,
He vanished as if he had melted in air;
But left in the stockings of girls and of boys
A wonderful mixture of books and of toys,
To gladden their hearts when they woke from their naps,
And cause them to bless him, the best of old chaps.

Our Tommy was puzzled, up there in his bed,
With something he couldn't get into his head.
"How is it," the urchin demanded at last,
"That Santa Claus travels so far and so fast?
And how can he visit so many at night,
And do so much labor before it is light?
And how can he carry such great piles of toys,
To fill up the stockings of girls and of boys?"

Whence Santa Claus comes, or whither he goes,
Is something, dear Tommy, that nobody knows.
We know that the best of magicians is he,
And vainly we guess how such wonders can be.
But one thing is certain, he's here and away,
To cheer all the children and brighten the day.



"HE ENTERED THE TOWN WITH A WHIZ AND A DASH,
AND THROUGH ALL THE HOUSES HE WENT LIKE A FLASH."

WHAT ARE WE SOWING?

M. E. M.

Out in yonder field I can see a man plowing; day after day he is working—all of the green grass, bright flowers and weeds are turned under, yet he does not cease work; he goes over the field first with a drag, then a cultivator, until at last there is nothing to be seen but the smooth, even soil ready for the grain. I asked him how he could work in this same field day after day and seem happy—for he was ever singing as he worked. His reply was: "I keep the harvest in view." When the ground is all prepared, does he sow the seed that comes handiest and expect to reap the best of wheat? No, he is very careful to select the best grain, free from all foul seeds, for when it is *pure*, then he expects a like harvest.

Let us take a few minutes, and see if there is not a lesson for you and me, as teachers. Are we as faithful in preparing the soil in our work, as the farmer is in his? Do we not often become discouraged and leave the weeds growing, instead of thoroughly uprooting them? Sometimes, have we not sown "wild oats," and at harvest time looked for golden grain, forgetting that golden truth that "whatsoever a man soweth that shall he also reap?"

We are sowing seed every hour, unconsciously it may be, and often are too careless as to the kind we are selecting. Are these minds which are placed in our care of less value than the field that the farmer is so careful in tilling? Are we looking for the harvest? If *harvest* time should come to-day could we present golden sheaves as a result of our sowing, or would the Master say, "nothing but leaves?"

We need to have our lives and profession agree, and by that silent, but strong influence lead those placed in our care into better ways of thinking and doing. Do you say I am weary of this toiling without seeing fruit for my labor? Have you tried to

help your pupils to overcome little sins, by example, for that is far better than words, to cease from many of the vices that are ruining so many of our young people to-day. If you have, then, faithful teacher, though you do not see any fruit from your labor—from the seed you are sowing, what is that to thee? Work on; sow the seed—'tis God that giveth the fruitage and it is for you and me to trust—to be ever

“Sowing the seed with an aching heart,
Sowing while even the tear-drops start,
Sowing in hope till the reapers come,
Gladly to gather the harvest home.”

—*School Moderator.*

CHRONOLOGICAL TABLE OF NORTH CAROLINA HISTORY.

1578. Queen Elizabeth's grant to Sir Walter Raleigh.

1583. The bark Raleigh sailed for America; Sir Humphrey Gilbert's voyage to America; wreck of the *Squirrel* and the *Delight*.

1584. Queen Elizabeth's second grant to Raleigh, March 25; Amadas and Barlowe sailed for America, April 27; Amadas and Barlowe landed at Wocoken, July 16; Manteo and Wanchese visited England; Queen Elizabeth named "Virginia."

1585. Ralph Lane's colony sailed for America, April 9; Sir Richard Grenville visited America; Ralph Lane's colony landed at Roanoke, June 26; The "City of Raleigh" founded on Roanoke; Grenville burned an Indian town; Grenville sailed for England, August 25; Governor Lane's voyage up Roanoke river; Wingina put to death, June 1; Sir Francis Drake arrived at Roanoke.

1586. Governor Lane's colony sailed for England, July 28; Raleigh's ship arrived with assistance; Grenville's aid for the colony arrived; fifteen men were left upon Roanoke Island.

1587. Raleigh's third attempt at settlement; Governor John White's colony landed at Roanoke, July 22; baptism of Manteo, the "Lord of Roanoke," August 13; birth of Virginia Dare, August 18; Governor White returned to England.

1590. Governor White returned to Roanoke in August; search for the "lost colony."

1618. Sir Walter Raleigh beheaded, October 29.

1622. George Durant's purchase from the Indians.

1653. Roger Green emigrated from Virginia to Albemarle in July.

1660. New England settlement on the Cape Fear river.

1663. The Lords Proprietors obtained possession, March 24; Carolina named; the Albemarle Colony settled; William Drummond first Governor of Albemarle; Hilton's expedition from Barbadoes to Cape Fear.

1664. Hilton's expedition returned to Barbadoes in February.

1665. Sir John Yeamans founded the "Clarendon Colony," May 26.

1666. First Legislature in Albemarle.

1667. Governor Samuel Stephens.

1669. Earliest recorded legislation in Carolina.

1670. The English "Navigation Act" revived; the "Fundamental Constitutions" in Carolina.

1672. Revs. William Edmunson and George Fox in Albemarle.

1674. Governor George Carteret.

1676. Eastchurch appointed Governor.

1677. Miller assumed control of Carolina; George Durant's opposition to Miller.

1678. John Culpepper displaced Miller.

1680. Eastchurch arrived in Albemarle.

1681. Governor Seth Sothel appointed by the "Proprietors"; Governor Sothel captured by pirates.

1683. Governor Sothel arrived in Albemarle.

1688. Governor Sothel banished by the people.

1689. Governor Philip Ludwell.

1693. Governor Alexander Lillington; Governor Thomas Smith; the Fundamental Constitutions abrogated.

1695. Governor Thomas Harvey; John Archdale put in charge of the settlements.

1696. Indians along Pamlico sound destroyed by fever.

1698. Settlements formed along Pamlico sound.

1699. Governor Henderson Walker.

1702. First church built in Carolina.

1703. First Episcopal preacher arrived.

1704. Governor Robert Daniel; Governor Nathaniel Johnson; the Episcopal made the State church; Edmund Porter sent to England to remonstrate; tar first made in the State.

1705. Governor Thomas Carey; Bath founded—first town in Carolina; first Episcopal church built in the State; Albemarle sound frozen over at Edenton.

1706. John Porter sent to London.

1707. Philip de'Richbourg's colony arrived.

1709. New Bern founded by De Graffenreid in December.

1710. Edward Hyde arrived in March.

1711. The Tuscarora massacre, September 11; DeGraffenreid and Lawson captured by Indians; John Lawson killed by the Indians.

1712. Colonel John Barnwell came to aid the colony; Hancock defeated by Colonel Barnwell, January 28; appearance of the yellow fever in Carolina; Governor Hyde died with the fever, September 8; Governor George Pollock; first paper money made in the State.

1713. Governor Charles Eden, July 13.

1714. Population of Albemarle about 7,000; Edenton settlement began.

1715. Colonel Maurice Moore sent to aid South Carolina.

1718. Destruction of Edward Teach, the pirate.

1720. Town of Edenton named.

1722. Colonel Thomas Pollock became Governor, March 30; Governor William Reed, September 7.

1723. Beaufort established.

- 1724.** Governor George Burrington, January 15.
- 1725.** Sir Richard Everhard replaced Burrington, July 17.
- 1729.** North Carolina sold to George I.; the weevil first seen in the State; North and South Carolina divided, January 31.
- 1731.** George Burrington returned as Governor, February 25; Dr. John Brickell's expedition to Western North Carolina in February.
- 1734.** Governor Nathaniel Rice, April 17; Governor Gabriel Johnston, November 2.
- 1738.** North and South Carolina boundary line run.
- 1739.** Wilmington named.
- 1740.** North Carolina sent troops to Carthagera.
- 1745.** Fort Johnston built.
- 1746.** Arrival of Scotch emigrants.
- 1748.** Population of North Carolina 50,000; pirates entered Cape Fear river.
- 1749.** James Davis brought the first printing-press to North Carolina; the *North Carolina Gazette*—first paper in North Carolina; Wachovia settled by the Moravians; Beacon island destroyed by a storm.
- 1752.** First North Carolina Laws printed.
- 1753.** Governor Matthew Rowan.
- 1754.** Colonel James Jones sent to aid Virginia; Governor Arthur Dobbs, November 1.
- 1757.** Colonel Hugh Waddell's expedition against the Cherokees.
- 1761.** New Inlet formed by a storm, September 23.
- 1764.** Second newspaper published in North Carolina, June 1.
- 1765.** Governor William Tryon, October 27; Rev. George Whitefield's ministry in North Carolina; Kehukee Association formed; Stamp Act troubles; first resistance in America; arrest of James Houston, November 16; the *Diligence* arrived with stamps, November 28.
- 1766.** More stamp troubles in Wilmington in January; resignation of Pennington, stamp agent, January 21; the "Regulators" organized.

1767. The New Bern Academy chartered; Andrew Jackson born in Mecklenburg county, March 15.

1770. Orange Presbytery organized; Tryon's Palace at New Bern completed.

1771. War of the Regulation; battle of Alamance, May 16; Governor Josiah Martin.

1773. Committee of Correspondence appointed.

1774. First Provincial Congress met at New Bern, August 25.

(To be continued).

CHILDREN'S VOICES.

BY JOHN WOOLLET, CHICAGO.

Children's voices are abused in most schools. Like men and women, they are divided into classes—those who like to sing, and those who dislike the effort necessary. Teachers in charge of classes, who do not understand the voice—both in public schools and Sabbath-schools—like to have enthusiastic singing. There is credit to the teacher; it is a live class or school. The scholars are urged to more effort; loud, hearty singing is what is wanted and striven for. Power is the first requisite in the public estimation; to secure it a cornet is brought into many a Sabbath-school. Give us a good, rousing blast! Singers, to compete with it, must sing louder.

The sensitive, quick, and willing ones respond as best they can, strong and hearty. "That's good!" says the teacher, "sing out!" Loud, coarse, vulgar shouting is understood to be music, and passes for the correct thing among many of the most estimable people. Now it is this coarse shouting that is fatal both to good music and the vocal organs. More mischief is done this way than most people can estimate. It is among the best and willing children that harm is done. They are urged to sing out, and the very effort put forth prevents the children from reaching the

higher tones of the songs. They sing out of tune of necessity. The children straining to do what is required of them, the lower register of the voice is forced up beyond its natural limits. All voices can be forced; some never recover the harm done them in school singing. The singing of children is mostly in unison—singing the melody—and those having low voices, in order to reach the higher tones by singing loudly, force their voices more than others, and are subject to more danger. It is like straining a violin A-string to do duty as an E-string, which makes it useless after as an A. Tenors among men strain their voices to make the higher tones loud and strong; in a few years the precious thing is gone.

Demand soft singing with energy. Be enthusiastic, and draw all into the exercise by every means possible. Choose songs that are written within natural and easy compass. Teach them to sing parts natural to them. Be anxious to have the songs sung correctly rather than to make a big noise.

Sing, and be healthy.

Sing, and have strong lungs that can resist disease.

Sing, and make life gladness.

Sing, but take care of the precious instrument.—*School Music Journal*.

ECHOES FROM THE SCHOOL-ROOM,

AS THEY REACH THE EAR OF "THE TEACHER."

AURORA ACADEMY, Beaufort county, Mr. R. T. Bonner, Principal, has an enrollment of fifty per cent. over last year. He is ably supported by Miss Martha Whitley in the literary department and Mrs. A. G. Lane in the music department.

BEAVER DAM ACADEMY, Mr. H. L. King, Principal, has an enrollment of sixty-three, an increase over former years.

BLAIR'S HIGH SCHOOL, at High Point, has 106 students, and is, in every way, a good school.

BLACK CREEK HIGH SCHOOL, Wilson county, Mr. S. E. Eure, Principal, is in a flourishing condition.

BELVIDERE ACADEMY, Perquimans county, Misses Lizzie White and Mary J. White, Principals, has an enrollment of thirty-seven. This being the *fiftieth* year since this school was established, it is proposed to have a reunion of as many of the old teachers and students as can be present on the last day of this term, which is the day before Christmas, the 24th instant; on which occasion it is hoped to have addresses from some of the prominent men of Perquimans and adjoining counties, preference being given to those who have been former students of the school.

BETHEL ACADEMY, Pitt county, is having a very prosperous session. Four teachers are employed. Mr. Z. D. McWhorter, Principal. Mrs. Lelia Hammond has charge of the music class; Miss M. E. Rouse is art teacher, and is giving her patrons entire satisfaction. Miss Bettie Blair is teacher in the primary department, and is having marked success, especially in gaining and holding the love and confidence of the little ones. The enrollment is ninety-seven, an increase of twenty per cent. over last year, and "Bethel" will be represented at the next "Teachers' Assembly."

CROSS ROADS ACADEMY, Stainback, Alamance county, Mr. W. B. McIlwaine (Davidson College), Principal, is now in its second year, with fifty-six pupils in attendance. This school is in a prosperous condition, and has just been furnished with "Paragon" desks, &c. The Principal ranks among our very best teachers.

CHARLOTTE FEMALE INSTITUTE, Rev. Wm. R. Atkinson, Principal, has nine teachers and 135 pupils, with promise of a good increase after the holidays. Normal teaching is one of the special features of this school, and many of its graduates have found lucrative employment as teachers, reflecting credit on their *alma mater*.

CHOWAN BAPTIST FEMALE INSTITUTE, Murfreesboro, N. C., is the property of the Baptists of North Carolina, and is in the midst of its most prosperous session since 1875. Its present patronage is eighteen per cent. better than that of last year. To date it has enrolled ninety-three pupils, seventy-nine of whom are boarders. Its President, Prof. J. B. Brewer, has one gentleman and seven ladies to assist him in his teaching. The head of the music department is a lady who has had superior advantages, large experience, and stands in the front rank of music teachers. The same is abundantly true of the teacher of the art department. The President and his male assistant are graduates of Wake Forest College. Natural Science, Latin and French are taught, respectively, by graduates of New York State Normal School, Hollin's Institute, and the University of Indiana.

DAVENPORT COLLEGE, Leñoir, Caldwell county, Prof. Will H. Sanborn, President, has just completed a new building containing hall for assembly and for concerts. The boarding patronage is thirty per cent. better than it was last year. Eight teachers are engaged and are kept busy. Not a boarder has lost a day from sickness of any kind during the term.

DURHAM GRADED SCHOOL, Durham, Prof. E. W. Kennedy, Superintendent, has been unusually prosperous this term. The entire faculty has entered into the work with greater zeal than ever before. The Superintendent is a man of sound sense, and has fine executive ability. He has the perfect confidence of all connected with the school board to the humblest pupil. The following are the teachers: Mr. T. J. Simmons (Wake Forest College), Mr. E. D. Monroe, Mrs. S. F. Morgan and Misses Dora Fanning, Jean Gales, Willie Ashe, Marian Fuller, Eva Cox, Bessie Fanning, Jessie Lewellin. The enrollment this session is 444.

FRANKLIN HIGH SCHOOL, Macon county, under Mr. L. A. Williams, is progressing finely, with a good attendance. This is a fine school, situated among the magnificent mountains of North Carolina.

GASTONIA HIGH SCHOOL, Gaston county, has three teachers and an enrollment of 107. Mr. J. A. Bryan is Principal.

GILLIAM'S ACADEMY, Morton's Store, Alamance county, Mr. John W. Gilliam, Principal, has thirty-three in attendance, and others expected.

GRANGE HIGH SCHOOL, at Woodland, Northampton county, J. W. Fleetwood, A. B. (Wake Forest College), has an enrollment of twenty-eight, and expects a much larger number after the holidays.

GLOBE ACADEMY, Caldwell county, is said to be one of the best schools for girls and boys in Western North Carolina for cheapness, refinement, healthfulness and religious training. It has eighty students, twenty-five being from Watauga county alone.

GREENSBORO GRADED SCHOOL, Prof. C. P. Frazier, Superintendent, employs five teachers and has 350 pupils. This has been a very prosperous year with the school, and the city commissioners contemplate erecting a school building that will equal any in the State, both in point of size and convenience.

GASTON COLLEGE (formerly Gaston High School), Dallas, Gaston county, has enjoyed a prosperous year. Nine instructors compose the faculty, 215 the enrollment. Value of property, \$10,000. Since 1882 the departments have increased from two to six; the number of instructors from two to nine; from school to college, with five graduating courses. Rev. M. L. Little, President.

GREENVILLE MALE AND FEMALE INSTITUTE, Pitt county, was opened September 1st, 1885. The buildings are new, large and commodious, costing nearly \$9,000. Prof. John Duckett (Furman University), is Principal, and is assisted by Mrs. E. W. Barksdale (a sister of Mrs. Governor Jarvis), Miss Bettie Warren and Miss Mollie Stone. Ninety pupils have enrolled; fifteen in music class and twenty-seven in Latin; twenty boarders.

GOLDSBORO GRADED SCHOOLS, Mr. E. A. Alderman (University of North Carolina), Superintendent, employs thirteen

teachers, exclusive of the Superintendent—two gentlemen and eleven ladies. The total enrollment is 545. There is a high school department, and a graduation from this entitles pupils to a diploma and capacitates them for an easy entrance into the freshman class of the University. A pedagogical library has been established for the use of teachers, and a number of the leading educational journals are also taken by the school.

GREENSBORO FEMALE COLLEGE, Guilford county, was founded by the North Carolina Methodist Conference, and was chartered in 1838, it being the first female college chartered in the State. The grand old institution is in a prosperous condition, having matriculated 178 this session. It has a faculty of sixteen teachers, efficient and faithful, and is keeping pace with the increased impulse given to education within the last few years. Several educational journals are taken, and such plans and methods as commend themselves are given proper consideration. In all appointments the physical health and development, judicious mental discipline, and moral and religious culture of the pupils are kept in view.

HILLSBORO ACADEMY, Orange county, Miss Alice C. Heartt and Mrs. Mary H. Bragg, Principals, has been more prosperous than usual this term. It has an enrollment of forty-six.

HOOKERTON COLLEGIATE INSTITUTE, Greene county, Mr. E. Y. Perry, Principal, has an enrollment of sixty-six pupils. Last session it was only 26. Miss Estelle Herman is the accomplished assistant.

HOLLY SPRINGS INSTITUTE, Wake county, Rev. J. M. White (Wake Forest College), Principal, reports an enrollment of forty pupils. It is in healthful condition, and additions are expected for next term, beginning January 11. Mrs. A. L. Thompson (*nee* Dowd) is making a fine impression as a music teacher. Mr. J. R. Williams is assistant in penmanship.

JAMESTOWN HIGH SCHOOL, Davidson county, is in charge of Prof. J. M. Weatherly, assisted in the musical department by Miss Ida Ragsdale, who graduated from Salem Female Academy

with highest honors. The school has an enrollment of eighty, and is in every way successful.

KINSTON COLLEGE, Lenoir county, Dr. R. H. Lewis, Principal, has five teachers and 149 pupils—a larger enrollment than ever before. Students are present from eleven counties of this State, and also from Virginia and Florida.

KING'S MOUNTAIN HIGH SCHOOL, Cleveland county, Capt. W. T. R. Bell, Principal, was never so prosperous as at this time. It has an enrollment of 132, eighty-one of whom are boarding pupils, representing six States, and it has just been refurnished entirely with new furniture of the latest patterns. A much larger proportion of pupils than usual are preparing for courses in higher institutions. Six teachers are engaged—one a graduate of Heidelberg, and one of Brown University.

LEAKSVILLE HIGH SCHOOL, Rockingham county, from present indications will be full to overflowing the first session. Many persons are moving into the town to avail themselves of its advantages.

LAGRANGE COLLEGIATE INSTITUTE, Lenoir county, Rev. A. R. Morgan, Principal, with Mrs. Speight in the literary and Miss Clyde Rhodes in the music department, is one of the very best schools in eastern Carolina.

LUMBER BRIDGE ACADEMY, Robeson county, has a good building in a fine section of the State. A competent male teacher is wanted for the next term, and correspondence may be addressed to Maj. C. Little, Lumber Bridge, N. C.

LUMBERTON HIGH SCHOOL, B. T. McBryde, A. B., Principal, has an enrollment of sixty-two. This school is in a prosperous condition and is gaining in strength. It has two teachers, a good campus, and a two-story building valued at \$1,500.

LOVE'S CREEK ACADEMY, Chatham county, is still in charge of Mr. H. H. Siler, who has been teaching in that neighborhood for eighteen years. The editor of the *Pittsboro Home*, as well as his pupils, bears testimony to his efficiency as a teacher.

MOUNT VERNON SPRINGS ACADEMY, Chatham county, Messrs. R. P. Johnson and J. S. Jones, Principals, is in a most prosperous condition and doing excellent work.

MOORESBORO HIGH SCHOOL, Cleveland county, R. W. Mitcheane, Principal, assisted by Miss M. Alice Gilbert, has 113 students enrolled. The next session commences January 4, 1886.

MAGNOLIA GRADED SCHOOL, Duplin county, Captain Robinson, Principal, assisted in the higher grades by Miss Mary J. White, of Alamance. The enrollment is 105. The trustees contemplate erecting a suitable building at an early day.

MOORESVILLE FEMALE ACADEMY, Iredell county, Miss Lucy Jurney and Miss Bel Boger, Principals, has sixty-three girls—a larger number than ever enrolled before. Pupils are present from Watauga, Stanly, Mecklenburg and Iredell counties.

MORAVIAN FALLS ACADEMY, Wilkes county, Rev. G. W. Greene, Principal, has an enrollment of over eighty. The work in the school-room has been much beyond the average, and in all the history of the institution there has never been such commendable progress on the part of students.

MORRISVILLE HIGH SCHOOL, Wake county, Mr. Silas E. Warren, Principal, has an enrollment of forty-five. The average number of pupils is larger than usual, and the school has a wider representation than ever before. The Principal is ably assisted by Miss Alice Page, a teacher of rare accomplishments.

METHODIST FEMALE SEMINARY, Durham, is well managed by Miss M. E. Carter, a graduate of Greensboro Female College. It has an enrollment of fifty-nine—an increase over former years. The school is thoroughly organized in its literary and musical departments. There are thirty-one music pupils and that department is presided over by Miss N. M. Carter. Mrs. T. G. Cozart has charge of the primary department.

MT. OLIVE HIGH SCHOOL, Wayne county, W. J. Seroggs, A. M. (Trinity College), will close a very prosperous session on the 23d of December. This school is very popular with its patrons and we are pleased to learn that its prospects for the spring session

are very flattering. On Friday night, December 4th, Prof. E. A. Alderman, of Goldsboro, delivered an address before this school. His subject was "Manners and Customs of a Hundred Years Ago," exhibiting the vast difference between the slow, awkward days of Revolutionary North Carolina and the vigorous State of to-day, with its railroads, schools and lines of telegraph. The lecture showed many things not put in the books, and exhibited much patient study and research.

NEW GARDEN SCHOOL, Guilford county, Professor Joseph Moore, Principal, has an enrollment of ninety-seven, and notwithstanding the disastrous fire in the early fall, the school is doing as well as it has for many years. A new brick building 90x42, two stories high, has been erected to replace "King Hall," and will be occupied early in January. Another building will be erected early in the coming spring and summer, at a cost of some \$7,000, which will be well fitted for a college. Six teachers of high grade are employed and the school is under the auspices of the Society of Friends. The President is a *B. S.* of Harvard University, *A. M.* of Haverford, and *LL. D.* of University of Indiana.

OAKDALE ACADEMY, Alamance county, Mr. J. A. W. Thompson, Superintendent, assisted by seven teachers, is in a prosperous condition, with an enrollment of about ninety.

OXFORD FEMALE SEMINARY, Prof. F. P. Hobgood, President, has ten teachers and officers and 120 pupils—the largest number ever present. This is a growing school in a rising town.

OAK INSTITUTE, Mooresville, Iredell county, Rev. T. L. Triplett, President, has 108 students and four teachers. This school is in its infancy, being in its third session, and is located in the flourishing town of Mooresville, which is noted for its educational advantages, strict morality, healthfulness and good society.

OXFORD SELECT SCHOOL, Miss Bettie Clarke, Principal, is steadily increasing in numbers. It has been fitted up with the most modern furniture, and is a model school. Miss Clarke

has found it necessary to employ two assistants: Mrs. O. Gregory in the music department, and Miss Annie Conigland in the intermediate.

OAK RIDGE INSTITUTE, Guilford county, Profs. J. A. & M. H. Holt, Principals, is one of the most popular and successful high schools in middle Carolina. It has six teachers, and prepares for the University (Freshman or Sophomore class); for the Church Colleges and for business. Its enrollment has not varied a dozen within two years, and now numbers 200.

OAKDALE SCHOOL, Concord, Miss M. Fetzer, Principal, is in fine working order. The enrollment is twenty-eight, and the average daily attendance highly satisfactory. The rooms are comfortable and well-furnished; the pupils are studious and cheerful, and the teacher busy and hopeful. A quiet Christmas entertainment will be provided for the pupils. Cabarrus County Teachers' Association held its fourth monthly meeting December 19th in Oakdale School-rooms, Concord.

PLEASANT GARDEN HIGH SCHOOL, Guilford county, is in charge of Mr. Robert H. Broom, of Union county, and there is every prospect for the building up of a most flourishing school.

PLEASANT LODGE ACADEMY, Mr. T. M. Robertson, Principal, has been removed from Pleasant Lodge, Alamance county, to Liberty, Randolph county, and will in future be known as Liberty Academy. It has six teachers and 104 pupils, and is making steady progress in numbers and in scholarship.

PANTEGO ACADEMY, Beaufort county, Mr. W. C. Allen (Wake Forest College), Principal, is steadily growing in influence and favor, and now has a larger patronage than any school in that vicinity. It has an enrollment of seventy—an increase of nearly one hundred per cent. over last year. Miss Cottie Wilson very efficiently assists in the literary department, and Miss Jennie Simmons has charge of the music.

PEACE INSTITUTE, Raleigh, Messrs. R. Burwell & Son, Principals. This institution closes its fall term on the 18th of January, and the spring term commences the same day. One hun-

dred and eighty-two pupils were in attendance during the term, and a large increase is expected for the next. There are eighteen teachers: eleven in the regular English; one in modern languages; one in art, and five in the music department. The past term has been one characterized by the unusual health of the pupils, not a single case of serious sickness having occurred thus far. The building is heated by steam, and the large and elegant assembly-room, in which the pupils will hereafter study, is to be lighted by incandescence electric light, which oculists pronounce the best of all lights for the eye, and this is the first school in the country to use it.

ROBERSVILLE ACADEMY, Martin county, Mr. S. W. Outterbridge, Principal, is in its first year and has forty pupils. Excellent work is being done in this school, and its patrons are delighted with the progress made by the pupils.

RALEIGH MALE ACADEMY, Profs. Morson and Denson, Principals, has an enrollment of over eighty boys, and the school is gaining in popularity with all patrons. There is no better school for boys in the South, and its merit is appreciated by all.

RALEIGH GRADED SCHOOLS, Prof. E. P. Moses, Superintendent, are in a highly prosperous condition. A new building for the white children and many additions to the two commodious buildings for the colored children speak great progress. The enrollment is much larger than ever before, and everything is thoroughly alive and up with the times. The teachers are fully competent for their various positions, and everybody is delighted with the schools. There are in the schools at present about 1,400 children.

ST. MARY'S SCHOOL, Raleigh, N. C., Rev. B. Smedes, Rector, has an enrollment of 150 young ladies, and sixteen teachers of very high grade. Over \$10,000 has been put in improvements during the year, and the school is most complete in all departments. The buildings are all heated by steam on the most improved plan, and two hydraulic rams furnish a plentiful supply of water for all purposes.

SHELBY FEMALE COLLEGE, Rev. R. D. Mallory, President, is in a very prosperous condition, having a larger number of pupils in attendance than ever before. This institution has six teachers and 126 pupils, from North Carolina, South Carolina, Georgia and Alabama. There has not been a serious case of sickness during the year.

SYLVAN ACADEMY, Snow Camp, Alamance county, Zeno H. Dixon and Miss Mary A. Dixon, Principals, is in its first term and has fully met the expectations of its friends, and the prospect for the next term is encouraging. Miss Flora A. Dixon is teacher of music. Miss Mary A. Dixon is a graduate of Earlham College, Indiana.

STATE COLORED NORMAL SCHOOL, at Fayetteville, was instituted in 1877, and is superintended by Prof. E. E. Smith, A. M. (Shaw University), who is aided by two assistant teachers. More than 180 pupils are in attendance, representing thirteen counties. This school is rapidly advancing in scholarship, and is doing good work in preparing teachers for the colored schools of the State.

SELMA ACADEMY, Johnston county, Prof. Henry Lonis Smith (Davidson College), Principal, has received a new coat of paint, and has made several additions to its stock of apparatus. The enrollment is seventy-four, and though the failure of the cotton crop has embarrassed many of the farmers, the daily attendance has been larger than ever before in the history of the school. Two assistant teachers are employed, and it is unanimously voted that this is a school of solid merit.

SHAW UNIVERSITY, Raleigh, is the largest school for the colored race in the State, if not in the South, owning school property valued at \$150,000. It was established in 1866 by Rev. H. M. Tupper, D. D., President, and has given instruction to more than 3,000 students, some 1,500 of whom are now preaching and teaching. In its normal, classical, theological and medical departments there are eighteen professors and thirteen student teachers. The number of students enrolled this session

is 300, most of whom are boarders. A larger proportion of advanced students is present this session. There are in the Medical Department, 25; in the Classical Department, 50, and in the Theological Department, 40.

TRAP HILL NORMAL INSTITUTE, Wilkes county, Mr. R. H. Freeland, Principal, has enrolled this session forty-five.

TRINITY COLLEGE, under the direction of its vigorous trustees, Messrs. J. S. Carr, J. W. Alspaugh and J. A. Gray, has enrolled 116 students, a large increase over the late terms.

THE ROCKY MOUNT GRADED SCHOOL has enrolled 197 pupils, an increase of ten per cent., and Prof. Sonthwick, its efficient Principal, is unanimously voted "the right man in the right place."

TRAWICK'S SCHOOL, Shoe Heel, Robeson county, has three teachers—Rev. S. R. Trawick, Mrs. S. R. Trawick and Miss Mary Wessie Goode. This is a progressive school and is doing good work.

TRINITY SCHOOL, Chocowinity, Beaufort county, Rev. N. C. Hughes, D. D., Principal, has three teachers and thirty-five pupils. Dr. Hughes is assisted by N. C. Hughes, Jr., Rev. H. H. Phelps and Miss Rebecca Albertson.

TAYLORSVILLE ACADEMY, Alexander county, is in charge of Profs. H. T. Burke and A. C. McIntosh, as Principals. It has an enrollment of seventy, and a fine two-story brick building, which is being put in thorough repair.

TURNERSBURG SCHOOL, Iredell county, Mr. John T. Paris, Principal, has an enrollment of forty-four. This is a thoroughly live school, under an enthusiastic teacher, and the progress of the pupils is giving great satisfaction to its patrons.

THE TRUSTEES OF the Pittsboro Academy, we are pleased to learn from the Pittsboro *Home*, will take immediate steps to put their building in thorough repair, or rather rebuild, and they desire to secure the service of a thoroughly competent teacher to take charge, and will probably start the school at the beginning of the next year.

THE UNIVERSITY OF NORTH CAROLINA employs sixteen professors and tutors, and has an enrollment of 190 students. Dr. K. P. Battle, the efficient President of the Faculty, is much encouraged. The standards of admission and graduation have been raised, the University was never in finer condition for effective work, and the discipline and morality are exceptionally good. Twenty-five are receiving instruction in the science and art of teaching.

TROY MALE AND FEMALE ACADEMY, Montgomery county, Rev. B. G. Marsh, A. B. (Trinity College), Principal, is constantly gaining favor. The school building has been much improved, and has been newly furnished with maps, charts and desks. A new piano will soon be added to the music department. We were in error in stating that the Principal had applied to the Conference for ministerial labor and congratulate the friends and patrons of the school on retaining the services of so accomplished a teacher as Mr. Marsh.

THE CHARLOTTE GRADED SCHOOLS, for both races, under the generalship of Prof. T. J. Mitchell, continue to flourish, and are increasing in their enrollment and popularity. There are 1,500 pupils on the rolls, 800 of whom belong to the white school and 700 to the colored school. These two battalions are looked after by a large corps of earnest, enthusiastic teachers, every one of whom, we believe, is a subscriber to THE NORTH CAROLINA TEACHER. It is the only school in the State that has a special training department for teachers, and the only public school we know of anywhere that has a school-yard of twenty-seven acres.

THE WILMINGTON GRADED SCHOOLS. The present session of these schools is the most prosperous in their history. They had at the end of the second month an enrollment of 1,500. The average daily attendance is thirty per cent. better than it was during the corresponding two months of last year. The present buildings are crowded. Next year increased accommodations will have to be made. The committee hopes to have for the whites at least one new well-arranged building, heated by

furnace and furnished with the best single desks, blackboards, wall maps, charts, globes, &c. Prof. M. C. S. Noble is Superintendent.

UNION ACADEMY, Lambsville, Chatham county, under Mr. S. B. Turrentine, A. B. (University N. C.), as Principal, reports an enrollment of seventy-five. The prospects are better, the methods, discipline, in short, facilities for teaching are much superior to previous sessions. The Principal is aided in his labors by Rev. W. H. Thompson, Mrs. W. G. Turrentine, S. M. Durham and Miss Ella Winfield.

VINE HILL ACADEMY, Scotland Neck, Halifax county, Prof. E. E. Hilliard (Wake Forest College), Principal, has an enrollment of seventy-five, and four teachers.

VINE HILL FEMALE ACADEMY, Scotland Neck, Halifax county, Principals, Misses Lena Smith and Eunice McDowell, assisted by Mrs. J. A. Perry, has an enrollment of fifty-four. This school is as prosperous and perhaps more so than at any previous period in its history.

WARRENTON SELECT SCHOOL, Mrs. V. L. Pendleton, has an enrollment of thirty, ten of whom take music. Mrs. Pendleton writes us: "Our town is on a boom, and we need and can support a large female college."

WAYNESVILLE HIGH SCHOOL, Haywood county, Messrs. T. W. Noland (Nashville University), Principal, and E. J. Robeson, associate, is reported in a more prosperous condition than ever before. There are five teachers employed in the school and they are enthusiastic in their work, and 146 pupils have been enrolled. Situated in one of the most delightful regions of the famous "Land of the Sky," and officered by so competent a corps of teachers, it is but natural to expect a large attendance.

WAKE COUNTY PUBLIC SCHOOLS. Mr. Eugene T. Jones, Superintendent of Public Instruction for Wake County, has submitted his annual report to the County Board of Education, for the fiscal year ending November 30th, 1885. The report represents the school interests of the county to be in all respects in a

flourishing condition and better than at any former period. There is more zeal manifested on the part of the teachers and committees and the prospects are of the most encouraging character. In Raleigh township the total number of scholars in attendance is as follows: White males, 916; white females, 1,045; colored males, 1,184; colored females, 1,452; total, 4,597. Mr. Jones is in all respects a fine officer and the educational interests of the county are at all times safe in his hands.

WAKE FOREST COLLEGE, Wake county, Rev. Charles E. Taylor, D. D., President, reports a prosperous session. The President is ably assisted by six professors and two tutors, and 157 students have answered roll-call this session. Assistant Prof. E. M. Poteat, a graduate of this institution, will assume work in the Ancient Languages, January 15. He was considered by many the ablest man at the Southern Baptist Theological Seminary, where he graduated last session. This is the first session during which this college has done regular laboratory work in applied chemistry. Considerable addition will shortly be made to the library. Work is now progressing for the permanent improvement of the campus; one hundred magnolias, one hundred other evergreens and one hundred silver maples will be set out this month.

ST. AUGSTINE NORMAL SCHOOL AND COLLEGIATE INSTITUTE, for the education of colored teachers and preachers, is in a flourishing condition, has nearly as many students as it can accommodate for the present. The new building, which is now practically completed, will afford quarters for more. The prospect for the new year is that the numbers will be largely increased. The faculty consists of Rev. Dr. R. B. Sutton, Principal, assisted by Rev. Dr. F. N. Hubbard, Rev. H. M. Joseph, Mrs. A. J. Cooper, A. B., Miss Jane E. Thomas, Miss R. S. Ledgers and Mr. H. B. Delaney. The new building is an imposing brick structure, remarkably well built. It is furnished with water on each of its four floors. The whole cost will be about \$12,000, and will afford accommodation for over a hundred students.

IN THE SCHOOL-ROOM.

SELECTION FOR A CHRISTMAS EXERCISE.

FOR A LITTLE BOY OR GIRL.

THE OPENING ADDRESS.

Good morning, good people! good morning to you!
How are you, this morning; pray, how do you do?
We are glad to see you so happy and gay,
And hope you'll be pleased with our efforts to-day.
Should we chance to make errors, a dozen or more,
Please take them not with you outside of the door.
Let them pass in at one ear, and out at the other,
'Twill give *us* much pleasure, and give *you* no bother.
Since I have now said what I am to say,
I'll at once take my seat—with a "*Merry Christmas*" to *all*, and
to all a good-day."

Wm. M. G.

GOOD ENGLISH.

In the last number of *THE TEACHER* I noticed "Twenty Pieces" of advice to young teachers, by Anna C. Brackett. Generally speaking, I like the advice given. The last rule is, "Correct all errors in English speaking that you notice." In some of the preceding rules I notice such expressions as these: "Try and make the room attractive." "Try and make the children polite." Now, I correct this form of expression among my students as bad English. I instruct them to substitute "to" for "and." If I am wrong, I should esteem it a favor to be shown my error.

Pedagogue.

MY STOCKING.

They put me in the great spare bed, and there they made me sleep;

I must not stir; I must not wake; I must not even peep!
Right opposite that lonely bed my Christmas stocking hung;
While near it, waiting for the morn, my Sunday clothes were flung.

I counted softly, to myself, to ten, and ten times ten,
And went through all the alphabet, and then began again;
I repeated that Fifth Reader piece—a poem called “Repose,”
And tried a dozen other ways to fall into a doze—
When suddenly the room grew light. I heard a soft, strong bound—

’Twas Santa Claus, I felt quite sure, but dared not look around.
’Twas nice to know that he was there, and things were going rightly,
And so I took a little nap and tried to smile politely.

“Ho! Merry Christmas!” cried a voice; I felt the bed arocking;
’Twas daylight—Brother Bob was up! and oh, that splendid stocking!
—*St. Nicholas.*

“HE IS A FRIEND OF YOURS.”

REPLY TO QUESTION BY “TEACHER.”

The possessive personal pronouns have two forms—an attributive (when they modify a noun) and a pronominal. In the latter case it is of possessive *form*, its *use* is objective. In the sentence quoted, and like sentences, the pronoun is in the objective case and governed by the preposition which connects it with the noun “friend.”

C.

TROUBLE AHEAD.

Merry Christmas! girls and boys.
Santa Claus, with team and toys,
Now is starting on his way,
With his overladen sleigh—
Never heeding cold or wetting,
Not a single town forgetting.
But a puzzled look he bears
As he moves among his wares;
And I doubt if ever yet
Was Santa Claus in such a fret.
Now he purses up his lips,
Snaps his rosy finger-tips;
All in vain he scans his store,
Names the children o'er and o'er—
Just one boy deserves the switch,
And he has forgotten *which*.

A. D. W.

A BREATHING CAVE.

In the range of mountains in Western North Carolina known as the "Far Range," a most singular phenomenon exists. It is a "breathing cave." In the summer months a current of air comes from it so strongly that a person cannot walk against it, while in the winter the suction is just as great. The cool air from the mountains in summer is felt for miles in a direct line from the cave. At times a most unpleasant odor is emitted upon the current from the dead carcasses of animals sucked in and killed by the violence. The loss of stock in that section in win-

ter is accounted for in this way: they range too near the mouth of the cave and the current carries them in. At times, when the change from inhalation begins, the air is filled with hair of various animals, not infrequently bones and whole carcasses are found miles from the place. The air has been known to change materially in temperature during exhalation, from quite cool to unpleasantly hot, withering vegetation within reach, and accompanied by a terrible roaring, gurgling sound, like a pot boiling. It is unaccounted for by scientific men who have examined it, though no exploration can take place. It is feared by many that a volcanic eruption may break forth there sometime.

THE "TREE QUESTION."

In THE TEACHER for November some one wanted to know if there is a *purely arithmetical* solution to the following question found in Davies' University Arithmetic, page 332:

"A tree 120 feet high was broken off in a storm, the top striking 40 feet from the roots, and the broken end resting upon the stump. What was the height of the part standing?"

We inclose you what we think is the nearest possible *purely arithmetical* solution:

The top broken off forms, with the stump and ground, a right angled triangle. Any numbers which are as 3, 4 and 5 may represent the sides of a right-angled triangle. By dividing $120 + 40 = 160$, the sum of the sides, into parts proportional to 3, 4 and 5, we get 40, $53\frac{1}{3}$ and $66\frac{2}{3}$. The greater of these is the hypotenuse, the 40 is the given side, and the $53\frac{1}{3}$ must necessarily represent the height of the stump, the other side.

There are other ways of working it, but this, we think, comes nearest to the "*purely arithmetical*," and yet it requires some knowledge of the "*pons asinorum*."—R. J. Davis, Shelby, N. C.

NORTH CAROLINA TEACHERS' ASSEMBLY.

HAVE YOU sent your membership fee to the Treasurer, R. S. Arrowood, Concord, N. C.? The fees are now due and should be paid as soon as possible, that the committee may know upon what amount to base the expenses of the next session.

TEACHERS OFTEN write to ask: "How can I become a member of the Teachers' Assembly?" The way is very easy, and is simply this: Send your name to the Secretary and the fee to the Treasurer. If the applicant is unknown to the Secretary, the application for membership must be approved by the Counselor in the county from which the application comes. A circular, giving full particulars, with names of Counselors, &c., may be obtained by sending your address to the Secretary, at Raleigh.

ONE OF the most conscientious female teachers in the State writes to the Secretary that she has "been a teacher for many years, and I have tried to do my full duty, but I never realized how great was the responsibility and dignity of the profession until I met that splendid body of co-laborers at the Assembly at Black Mountain. Since that meeting I have been more in love with my school, more faithful to my pupils, more inspired with the honor of the calling, and far more successful in all my school work. Surely the teachers of North Carolina are very proud of the Assembly and of these annual opportunities for most pleasantly meeting one another. The Assembly is doing a wonderful work for the teachers, and I believe the benefits of these delightful gatherings can be plainly seen in every North Carolina school." This letter is only a sample of many such which the Secretary has received within the past few months, and they give the very strongest testimony as to the pleasures and benefits which the teachers derive from these meetings with one another.

cludes addresses upon live topics from many of North Carolina's

THE PROGRAMME for the coming session of the Assembly in most eloquent teachers, and the session is expected to be the liveliest and most practical one held by the Assembly. Among the leading speakers now on the programme are Profs. Henry, Winston and others of our University (and we hope to have Dr. Kemp Battle also with us), Professors Alderman, of Goldsboro; Moses, of Raleigh; Branson, of Wilson; Bingham, of Bingham School; Poteat, of Wake Forest College; Bingham, of Davidson College; Thomas, of New Bern; Kenneday, of Durham; Noble, of Wilmington; Tomlinson, of Winston; Frazier, of Greensboro; Graham, of Fayetteville; Smith, of Selma; Mitchell, of Charlotte; and the list is being added to as fast as arrangements can be made. There will also be capital addresses by some of our leading female teachers, such as will encourage and stimulate every sister teacher to greater efforts and greater successes. There are to be a number of most important lectures by some of the most noted educators from abroad, of whom we have been hearing most favorably for years.

EVERY PREPARATION is being made towards a grand meeting at Black Mountain, and the number of progressive North Carolina teachers and friends of education who will be in attendance will astonish the State and prove to sister States that North Carolina is to lead all the South in building up the educational interests. Don't let any teacher in this State think for a moment that he can afford to stay away from the Assembly, for it is a mistake, and those who have been attending, fully realize this fact. It is hoped that the Normal Schools will arrange their times of meeting next summer so as not to conflict with the Assembly session from June 22d to July 6th. This arrangement can be made very easily, and it will increase the attendance upon the Normals and add to their usefulness.

To Every Teacher, Pupil,
and
Friend of Education
in

"This Fair Land of Ours"
we wish a

Happy Christmas

and a

Prosperous New Year.

Very truly yours,

Alfred Williams & Co.,

Publishers North Carolina Teacher.

Eugene C. Hamell, Editor.

EDITORIAL.

A GLANCE INTO THE PAST.

The old year is now drawing to a close; this is the last time that THE TEACHER will visit your homes during the year 1885, and it is well for us to take a glance into the past and see what we have done with the opportunities of the year. In all matters pertaining to educational work, North Carolina is moving grandly forward. Our whole system of education is remodeled, old and imperfect methods are disappearing and improvement is seen in every school. A large number of new and comfortable school-houses have been erected, and many of them are well equipped with all the modern apparatus for good work. We have live and progressive Superintendents in almost every county, better institutes have been conducted this year than ever before, and a much larger percentage of teachers has been in attendance. Our State Superintendent, Major Finger, has thoroughly organized the public school work, and his progressive, but conservative, policy has given us more and better public schools and popularized the system.

The Teachers' Assembly has wonderfully increased in magnitude, importance and usefulness; it has brought hundreds of our leading teachers into close sympathy and heartiest co-operation; it has done more towards harmonizing our public and private school interests than any or all other agencies in the State; it has been instrumental in organizing a number of very successful County Teachers' Associations, and there is not a county in North Carolina that has not felt the influence of this great organization of our teachers, and hundreds of teachers to-day realize more than ever before the dignity of their profession, the responsibil-

ities of their work and are seeking the very best means of improvement and of cultivation.

Surely with such a retrospect of good work and progress to encourage us we can enter upon the duties of the new year with greater zeal, and assurances that grander things are to be and *shall be* accomplished during the coming year, and we hope that each North Carolina teacher may reach the full fruition of every anticipation and attain success in every effort.

THE TEACHER is now read each month by nearly five thousand North Carolina teachers, and we hope it may visit every teacher in the State during the coming year.

IN THE "TEACHERS' BUREAU" we have the names of several first-class male and female teachers who desire positions for the new year, and we will be glad if other teachers will kindly notify us of school vacancies throughout the State, and thus a good service will be rendered to the brotherhood.

THE "EDUCATIONAL BILL" will be again before Congress the present session and there is a probability of its passage. If the law is not crippled by useless and objectionable machinery the country will be greatly benefited by this large increase of school money. North Carolina will get a good share of the appropriation.

A COPY OF THE TEACHER is mailed to some teachers in the State who are not subscribers, and this is done to suggest to you that it might be well to enter your name on our subscription book for the new year. The monthly visits of the journal to you will certainly be pleasant and no doubt help you some in your school work.

A CAREFUL READING of "Echoes from our Schools" will convince any North Carolinian that the State is making rapid progress in all her educational interests. Quite a number of other leading schools reported to us but not in time for publication in

this issue, and in almost every instance the school has been steadily moving onward to greater prosperity and usefulness. This fact is a cause of great encouragement, and is a stimulus to stronger efforts and grander achievements during the coming year.

HON. A. H. MERRITT, Superintendent of Public Instruction for Chatham County, and editor of the *Pittsboro Home*, endorses the position taken by THE TEACHER in the November number in regard to first grade teachers in our public schools being required to have their certificates renewed annually. He thinks that the law might be so amended that a county superintendent would be allowed to give a certificate for three or five years, at least to those whose average was as much as ninety-five. It would stimulate the lower grade teachers without doing the others or the schools any harm.

THE "READING CIRCLE" idea seems to be very popular and it has been suggested that the plan should be put in operation at once, so that the teachers may have six months' preparation before the next meeting of the Assembly. The first course can be made for a half year to meet this object, and when the Assembly meets a full course may be arranged for the next year. If this plan is approved by the teachers the course will be prescribed at once by the President and Executive Committee of the Assembly and announced in the January number of THE TEACHER. Please let us have your views upon this matter.

WE REGRET to lose so highly esteemed a co-worker as the *North Carolina Journal of Education*. In the December issue of the *Journal*, friend Heitman announces that the publication will be discontinued for the present, owing to the many duties devolving upon the editor. Rev. J. F. Heitman, the editor, is Chairman of the Faculty of Trinity College, and this position claims his entire time and attention. We have enjoyed the visits of the *Journal* and feel that it has done much in behalf of our educational interests, and we trust that it may ere long re-enter the ranks in the march of progressive education.

THE PUBLIC DEDICATION of the elegant new Graded School building at Raleigh on November 30th was quite an important educational event. The ceremonies were held at 12 o'clock M. in the spacious Assembly Hall, which was packed to overflowing by as fine an audience as ever gathered in the city. The entire Board of Aldermen was seated on the rostrum, and the meeting was presided over by Hon. W. H. Dodd, Mayor of the city. The building was tendered in graceful remarks to the School Board by Mr. G. E. Leach, who is chairman of the building committee of the Board of Aldermen. After the school committee had received the building it was dedicated to purposes of education by Hon. S. M. Finger, State Superintendent of Public Instruction, in an address highly entertaining and appropriate to the occasion. Hon. C. M. Busbee also addressed the assembly upon educational matters of general interest, specially explaining the fact that Raleigh possesses greater school privileges than perhaps any other city of the South. At the conclusion of this address, Prof. E. P. Moses was called to the platform and very happily introduced to the people by Mayor Dodd, as the Superintendent of the Raleigh Graded Schools, and he pleasantly responded to the introduction and stated that the fall work of the school would begin on the following morning. May success attend this new school, and may a building equally as handsome soon adorn every city in North Carolina.

ABOUT OUR TEACHERS.

MISS MAGGIE DAVIS is teaching at Shannon, Robeson county.

MISS JENNIE BURBANK is teaching at Stanton, Craven county.

MISS ILDA STONE, of Wake Forest, is teaching in Pitt county.

MISS AMANDA ERNUL is teaching at Core Creek, Craven county.

MISS FANNIE BROOKS has a music class at Vanceboro, Craven county.

MR. J. A. JACKSON has charge of the Vanceboro School, Craven county.

MR. L. H. ROSS is teaching a public school near Vanceboro, Craven county.

MISS LUTIE LUNSFORD has a good school at Mt. Energy, Granville county.

MISS LOU COLTER, of Smithfield, is teaching near Beulah, Johnston county.

MR. W. L. CROCKER has a good school, numbering forty, at Cary, Wake county.

MISS ELLEN GRIFFIN has a fine school near Woodland, Northampton county.

MISS KATE PEARSALL has a flourishing school near Fayetteville, Cumberland county.

MRS. SARAH L. HELMS is teaching a public school near Earpsboro, Johnston county.

MRS. SARAH GASKILL has a good school of twenty-five pupils at Ocracoke, Hyde county.

MR. J. R. FRAZIER is teaching the public school at High Point, and has over 100 pupils.

MR. A. E. BOOTH, late of Lick Creek Academy, is teaching at Fairmount, Davidson county.

MR. W. W. HOLDING, of Wake, has a flourishing school at Union Academy, Sampson county.

MISS ANNIE CONIGLAND, of Halifax, will assist Miss Bettie Clarke in her school at Oxford.

MISS NANNIE HILL, a daughter of General D. H. Hill, is teaching at Washington City.

MR. W. R. GENTRY, late of Sparta, Alleghany county, is teaching at State Road, Surry county.

MISS NORA KING, of Wilson, is teaching music in the Laurensville Female College, South Carolina.

MR. ZEB. V. TAYLOR (Oak Ridge Institute) is teaching most acceptably at Caledonia, Moore county.

MISS MATTIE A. WHITAKER and MISS SUE WHITAKER have a good school at Enfield, Halifax county.

MISS MOLLIE HERRING, of Pender county, has a full school near Newton's Cross Roads, Sampson county.

MISSES MINNIE and JENNIE WILLIS have closed their school at Pittsboro and will remove to Statesville.

HON. W. T. LOVILL, who was formerly a Judge in Virginia, is teaching school at Clay, Mitchell county.

MR. GEO. W. JONES, of Clayton, has been appointed Principal of Hector's Creek Academy, Harnett county.

MESSRS. TURLINGTON and DAVIS will open a high school in Smithfield, Johnston county, at an early day.

REV. W. B. ARROWOOD and MR. M. A. UNDERWOOD are teaching a public school at Norwood, Stanly county.

MR. E. L. HUGHES reports his school at Lovelady Academy, Caldwell county, as in a flourishing condition.

MISS JANIE McDUGALD has an interesting school of twenty-two pupils at Kyle's Landing, Cumberland county.

CAPT. JOHN E. HOEY, of Faison's, Duplin county, has taken charge of the High School at Danbury, Stokes county.

MISS MARY E. HELMS of Smithfield, has accepted a position as teacher in the Hector's Creek Academy, Harnett county.

MR. W. S. WINDSOR and MISS LAURA LAZENBY have charge of the public school at Statesville, with an enrollment of 117.

MR. MILTON CLAPP, of Newton, has opened a new school with thirty-four scholars at Fairview Academy, Guilford county.

MR. F. S. STICKNEY has resigned as Principal of Bath Academy, Beaufort county. He will locate at Wilson for the present.

MRS. MARY B. GRISWOLD has been selected as a teacher in the Goldsboro Graded School, vice Miss Annie Moore, resigned.

PROF. H. T. J. LUDWIG, of North Carolina College, has been elected Superintendent of Public Instruction for Cabarrus county.

MISS JENNIE WHITLEY, of Pantego, is teaching at Richland Academy, Beaufort county. Her patrons are delighted with her work.

PROF. C. H. MARTIN, who has been teaching at Palmersville, Stanly county, has resigned, and will enter the Ministry of the Baptist Church.

MISS F. PHLAEGAR has charge of Sandy Ridge Academy in Stokes county, and the school continues to increase in popularity under her management.

MR. WM. YATES, formerly of Hertford county, is a member of the Faculty of Columbia University, Washington City. He fills the chair of Mineralogy.

HON. JOHN C. SCARBOROUGH, late Superintendent of Public Instruction, has accepted the General Agency of the University Publishing Company in North Carolina.

MR. Z. D. McWHORTER (says the *Greenville Reflector*) has a splendid school at Bethel Academy, and the parents as well as pupils are highly pleased with him as a teacher.

MISS MATTIE ANDERSON, a graduate of Peace Institute, will take charge of the music department of the Yadkin Mineral Springs Academy at Palmersville, Stanly county.

MISS ANNIE MOORE has resigned as teacher in the Goldsboro Graded School, and will visit Europe with her sister, Mrs. Claxton, and study Art and German in Germany.

MRS. EVA D. KELLOGG has resigned her position as a teacher in the Charlotte Graded Schools, on account of ill health. Her successor will be appointed during the holidays.

PROF. E. A. ALDERMAN, Principal of Goldsboro Graded School and Prof. Henry Louis Smith, of Selma Academy, attended Prof. Claxton in his last hours of "single blessedness."

MISS MINNIE B. and CORA E. COPELAND, formerly students of the Friends' School at New Garden, Guilford county, are now successfully conducting a prosperous school at Woodland Academy, Wayne county.

REV. T. W. SMITH has resigned as Superintendent of Public Instruction for Cabarrus county, and entered regularly into the ministry of the Methodist Episcopal Church. He will be stationed at Salisbury next year.

MISS MARY R. SMITH, who lately died at Chapel Hill at the age of 71 years, bequeathed \$15,000 to the State University. She also gave \$30,000 to the trustees of the Protestant Episcopal Church in the Diocese of North Carolina.

PROF. C. F. REMY, a graduate of the Franklin College, Indiana, and who has been for some years a teacher in the Southern Normal at Lexington, Davidson county, has resigned that position, and taken charge of the Yadkin Mineral Springs Academy at Palmersville, Stanly county.

REV. E. M. POTEAT, who received the degree of A. B. at Wake Forest College in 1881, and who has since graduated in the full course in the Southern Theological Seminary at Louisville, Ky., has been chosen to the chair of Moral Philosophy at Wake Forest College, and will enter on duty in January.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
But now we have advanced so far that that style will not do;
And blushing bride and happy groom, whose lonely lives are done,
Say, with the parson's full consent, that one and one are one."

(Our "Muse" hopes that these reckless attempts at rhyme will be pardoned).

MISS CARA R. HELMS, teacher of Wilson Mills School, Johnston county, was married November 18th to MR. T. D. YOUNGBLOOD, of Smithfield.

Our noble barks will safely glide
Among the happy realms,
While Love shall lead them side by side
With Youngblood at the Helms.

PROF. P. P. CLAXTON was married at Wilson, December 22, to Miss VARINA S. MOORE, and left on the evening train for New York, where they will take a steamer for Germany, where they expect to remain a year.

Ah, yes 'tis with regret we see
 Our faithful teachers leave the school;
 The children, too, how can they be
 Then trained by logic and the rule?
 But teachers will each other wed
 As we have told you o'er and o'er,
 'Rena is now to the altar led
 And thus our schools have lost one *Moore*.

MR. W. B. BAGWELL, of Wake county, was married December 2d, to Miss MATTIE J. MORRIS, of Morrisville, by REV. W. G. CLEMENTS.

May "Marriage Bells" and "Christmas Bells"
 Ring your happiness;
 And may the New Year both your lives
 Most joyfully bless.

PROF. R. O. HOLT, of Oak Ridge Institute, was married to Miss IONE PARKER at Graham, on the 4th of December, by REV. DR. RONTHALER of the Salem Female Academy.

In olden times when days were darker
 The purchased bride was held by bolt;
 That is changed, says the late Miss Parker
 For I'm not bought but Ione (I own) Holt.

IN MEMORIAM.

MISS ADELAIDE STEPHENSON, of Wake county, died near Raleigh, November 9th, 1885, aged 44 years.

REV. THOMAS S. WHITTINGTON, Principal of the Academy at Rockford, N. C., died in the Banner Hotel at Mt. Airy, on the morning of the 20th. He was about sixty years old and has been a prominent educator for a quarter of a century. For a number of years he was at the head of the Kernersville Academy, Forsyth county, and many of the citizens there now who have grown children to educate received their education from him.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, JANUARY, 1886.

NO. 5.

THE COLLEGE BELL.

At the rosy dawn of morning
Ere the sun comes brightly gleaming
O'er the earth with dew-drops laden ;
Then a pealing ends our dreaming
And dispels our sleeping fancies
By the sound we know full well,
The early, dismal clanging
Of the college *morning* bell.

Through the weary hours of study,
From the morn till noonday bright
As we pass from *verbs* to *angles*
And we watch the day's slow flight ;
But at last our patience tiring,
Comes that sound we love so well—
The clear and unctuous pealing
Of the college *dinner* bell.

When the day's long toil is over
And the shades of night appear,
As the moonbeams faintly glimmer
And the silence seems severe ;
How we nod and wake to listen
For the sound we love so well—
The slow and slumberous pealing
Of the college *evening* bell.

But the days are quickly passing
And its reign shall soon be o'er;
It will ring for many others,
We shall hear its sound no more.
In the future, we may not listen
To the sound we love so well—
To the daily tinkle, tinkle,
Of the dear old *college bell*.

THE TEACHER'S EMPIRE.*

BY ANNIE CHAMBERS-KETCHUM, A. M., MEMBER OF THE NEW YORK
ACADEMY OF SCIENCES.

SECOND PAPER.

Let us suppose the simplest and humblest conditions, whether as to buildings, situation or patronage, in the discussion of the curriculum laid down in the first paper of this series. Then as we progress, those who are familiar with normal work in schools well equipped, well situated and well patronized, will readily see wherein these have the advantage over the less favorably endowed. But they will see also that *right work* can be done as effectually in one as in the other, all things considered; and that the boy or girl, man or woman, prepared in the humble school, remote from privileges, will be as ready to enter the grade in the favored school to which his certificate entitles him, as the scholar who has had the advantage of instruction in the favored school. For in all right education—and therefore in all test examinations, fundamental topics alone are demanded; and these can be as successfully taught in the backwoods as in the metropolis.

Thirty years ago I was one of a party returning by steam-boat from New Orleans to Louisville, Kentucky. Many of the *beau*

*Copyright by the author, December, 1885.

monde of the cities of the South were on board; ladies whose education had been finished in London and Paris; gentlemen who had their degrees not only from American universities, but from Oxford and Heidelberg. Amongst the passengers was a tall, rawboned man in brown homespun, with two daughters of perhaps eighteen and twenty, attired in plain linen gowns of a fashion which had been ten years obsolete. They were objects of curiosity and ridicule to the belles and beaux; but they were so retiring that no one dared make them an open target. The sly fun poked at them was increased, when some *quid nunc*, examining the passenger list in the clerk's office, discovered that the father was an eminent historian of Texas (whose name I withhold). Finding the family to be aristocratic therefore even in the American sense—for they were the happy possessors of ample fortune—the trio soon became the centre of an interested circle. It was a study to watch the gradual unfolding of this pretty story of social triumph; the chagrin of the women who had boasted of their musical education in Europe, when these outlandishly dressed girls played the sonatas of Beethoven and Mozart with a skill, intelligence and sentiment of which they themselves were incapable; or sketched some scene on shore, with its picturesque groups of living figures, in a way that Troyon or Corot would have delighted to see. The men, too, who buzzed about them like moths around a candle, had their wings singed more than once as they attempted to air their masculine superiority in the classics, in literature and art; for the younger sister conversed as fluently in Latin as she did in English and French; the older could determine the parallax of a star as well as any astronomer in Europe. Besides these accomplishments, they were thoroughly instructed in accounts, in practical business affairs, in domestic economy, in farming and gardening, and quite as well informed in regard to current events at home and abroad as any one on board.

“Where were you educated?” one of their cavaliers ventured to ask. “In a country school-house at first, and then in the village academy,” was the quiet answer.

This was their first exit from their native State, Texas. Yet nothing in a university course had been omitted from their education.

Our children, therefore, do not need to be sent from home "to be polished." Never have I seen—and I have lived in the greatest capitals of Europe—more exquisitely refined and charming women than these young sisters; utterly without self-consciousness and of course without pride; yet always self-possessed, ready with a smile of thanks for any compliment, or a dignified, yet amiable parrying of any thrust that had a show of malice. They had had the best manual training at home and at school, and long before the word *manual* had entered into our school nomenclature. They had lived in the open air; they had studied set "lessons" only within limited hours; they had read none but the best books and magazines.

These young ladies were taken by their father to Louisville, thence to New Lake City, and then to Europe for a stay of two years. When they returned to Texas the provincial garments had been replaced by more modern attire; the intellectual *répertoire* was enlarged with added treasures, but the lovely behavior remained with its dignified humility, its cheerful modesty, its friendly, genial grace.

To begin then with our curriculum. We know how entirely we trust our children to the teacher in the remote country school. The examinations are made by the teacher, he (or she) chooses the books and prescribes the order of discipline and study, and this confidence continues whether the pupils be primary or advanced. Given a school with all the grades from primary up, this law should remain, this entire confidence in the teacher or professor in charge of each department. The president or principal of the school, as the case may be, should no more interfere with these teachers in the execution of their work than with the teachers in another school. It is presumable they are fitted mentally and morally for their duties. Once chosen, they should be respected by the principal as implicitly as by the parents, the principal's duty being that of a general, who gives general orders,

but does not act the spy over his officers, nor interfere with them except when they violate the laws which they are pledged to maintain. The spirit of parental love should be the guiding influence. The principal, if he does his duty, is so friendly, so sympathetic, so accessible, that the pupil has no fear in coming to him with any complaint of wrong. The teachers serving on his staff have the same feeling of comradeship and trust which the grown-up children in a happy family feel for father and mother.

You may say this is an ideal school. Not so. I know a hundred such. But if it were ideal, it is an ideal that may easily be made real. All the good—the *great* work of the world has been done by enthusiasts, who had for their goal an end so ideal that the average public called their projects impracticable. Let us not forget that the word *enthusiast*, often cast as a slur, means *one who is filled with God*; and let us not forget that those who are filled with God have nothing to fear, whether from ignorant superiors, political and scholastic, or from an ignorant constituency, public or private, which places such persons in power.

Beginning with the Primary Department, we have this curriculum for the first year:

Alphabet and Word-Charts, First Reader, First Speller, Object Lessons in Arithmetic, Mental Arithmetic to sixth column of Multiplication Table, Writing on Slate, Class-singing, Modelling in Clay, Object Lessons with Sphere, Cube, Triangle, etc.

We are familiar with the Alphabet-Charts and Word-Charts now indispensable in every primary school; we know, even in "the backwoods," that reading is taught by words, the words illustrated by pictures of the objects named in the lesson. These charts will occupy the first term of five months, each month numbering four weeks from Monday to Saturday of each week. The second term, the First Reader and Speller are taken up, carefully studied and finished. Object Lessons in Arithmetic begin with practical lessons in counting, by means of the framed marbles now so common. In the remoter schools, where these cannot always be had, various substitutes may be made.

Once, in the Cumberland Mountains, whither I had gone for a summer rest, I heard some young teachers of the neighborhood

lamenting the want of these appliances. "Let us construct them children," I said, to a knot of boys and girls listening to our talk. We went to work. The girls gathered berries of the China tree (*Melia Azedarach*) and carefully removed the pulp, leaving the stony nut of the drupe with its five graceful flutings, and the aperture at each end ready-made by Nature for the line (or the needle holding a cord) on which to string the nuts. Some of the berries they died red with the juice of pokeberries; the rest were left in their natural amber color. Meanwhile the boys constructed a frame—like the frame of a large slate—out of slats picked up at a mill not far off; and with a small gimlet holes were pierced in the sides of the frame, through which the cords holding the berries or nuts were to be stretched horizontally and about an inch apart. When all were ready, the berries were strung on twelve cords, twelve berries to each cord, in the manner indicated below; the figures representing their numbers as placed on each cord, the letters at top of each column of figures representing the color of the berries—red or amber:

R.	A.	R.	A.	R.
1	2	3	4	2
2	2	4	2	2
3	3	1	3	2
4	2	3	1	2
5	1	2	2	2
6	1	1	2	2
7	1	1	1	2
8			2	2
9			1	2
10				2
5			5	2
12 Extending through.				

Running down the first perpendicular column, the amber beads of the first row count twelve; and running across the bottom horizontal line they count twelve. Running down the last two perpendicular columns, the red berries count two lines each of twelve; so that by making a slight separation of these three perpendicular columns from the rest, we have the first three columns of the Multiplication Table. Separating still further, we slip the eleventh horizontal column (next to last horizontal) to one side—for our frame is twice as wide as the space the berries occupy side by side on each string; we now have the berries counting ten, all amber color, down the first perpendicular line; and so grouped on the first (topmost) horizontal cord that they make ten by addition. The colors of these groups assist the child in separating

and rearranging them; here is the first lesson in analysis and synthesis, but without a word of logic. Here are the two systems decimal and duodecimal, without a word on the subject. Carefully slipping to one side the last two berries on each string, and all the berries on the eleventh string, our decimal system remains.

The child—we are teaching first primaries, many of whom have had no previous training at home—is taught to count the first bead on each of the ten strings, as these now stand (or should stand) closely ranked on the strings so that these first beads may be exactly beneath one another. Then he is taught to add the groups of the first string, to make the ten. Next comes the counting up to twenty, thirty, etc., to a hundred; then counting by fives, then by tens, to complete the same number. Then slipping the beads so that the first perpendicular line and the last two perpendicular lines stand apart he is taught to multiply twelve first by each of its factors, then twice twelve, then three times twelve. The children meantime are taught to make inventions with other groups of objects collected by themselves—pebbles, flowers, fruits, books, anything available.

Class-singing should begin with the beginning; the children taught for the first year to sing without any attempt at instruction in written notes; but so carefully, with simple, healthful music, that the ear will be trained with the voice. Object lessons with sphere, cube, triangle, etc., should also begin with the beginning and continue through the whole year—both terms. The cheap terrestrial globes to be had at any dealer's for ten or fifteen cents each, should be given to the children at the beginning of the second term; and by the end of the year they will be able to tell you as much about physical geography as many a graduate knows. They will know as much, too, about the properties of the cube and triangle. The Modelling in Clay begins with the beginning also. The Writing on Slate begins with the beginning; the First Reader and First Speller begin with the second term.

Let us remember that there is no mistake so great as that of underrating the intelligence of a child. The only danger is in

cramming his head with odds and ends; like a garret with a bit of a ploughshare here, a piano key yonder, a knife-handle in this place, the broken blade in another, not a single implement whole or ready for use. Go slowly. Take the whole year for the work laid out. Never let the children remain within doors longer than one hour at a time. Begin with early hours—nine in the morning in winter, eight in spring and fall. By one in the afternoon let all be dismissed, after the two or three short recreations of the morning course. And with exercise in the open air for the remainder of the day—except the rest after dinner, which may be served at one o'clock—both you and they will have ten times the capacity for work that you had under the old system of teaching with its unreason and tyranny.

[For The North Carolina Teacher.]

SPELLING.

BY EUGENE CUNINGGIM, NORTH CAROLINA.

1. OBJECTS:

(1) To teach pupils to reproduce in writing the words of their own vocabulary.

(2) To teach the use of the dictionary as to such words as are only incidental to their vocabulary, and to habituate pupils to such use of dictionary.

(3) To teach correct forms of writing, capitalization, punctuation, and variations of word-forms, as to plurals, possessives, and the like.

(4) Later, to enlarge a pupil's vocabulary, in a study of words, meanings, history, derivations, compoundings, and so on.

2. NOTE:

(1) That the only use pupils will have in life for the words learned, as to spelling, will be their use in writing. That the

words of their vocabulary, "moving English" for them, will, in all probability, average less than 6,000. That the words of many spellers (as Webster's, Watson's) are arranged on a basis of phonetic analogies. That such spellers very frequently do not contain the words of a pupil's vocabulary, and likely enough not such as ever will be. That there is danger of making pupils experts in spelling "English at rest," and only clumsy users of "English in motion."

(2) That Phonics* and Diacritics are principally essential to a right interpretation of the sounding of words looked up in the dictionary, and subordinately valuable to train vocal organs to niceties of articulation and enunciation. That Phonics and Diacritics have been abused in our schools, being used mainly to foist anti-Southern pronunciations upon our young people. That the first use, as mentioned, is a matter of necessity, the second a matter of culture, and the third a matter of abomination. That the habit of using the dictionary correctly and frequently will teach pupils for themselves in life many times more than you can hope to teach them in a few years.

(3) That words should be spelled as they are to be used in after life—in *their places in sentences*. That eternal vigilance is the price of the teacher's success, since much writing is just as likely to fix bad, as good habits of spelling upon pupils. That a paragraph or so dictated from a third reader to an upper class for reproduction in writing will probably yield some astounding results as to spelling, capitals, punctuation and the like. Try it.

(4) That a spelling-book has a legitimate place in a school (in upper classes)—"Parkerites" to the contrary notwithstanding, since it affords a convenient study of words, their meanings, derivations, history, laws of compounding and so on, when the limited course of a school precludes a formal study of such things in "Literature." That such work done incidentally each day makes more exact a pupil's vocabulary and gives it greater sweep and effectiveness.

*The place of Phonics in primary reading to be discussed in a following paper.

3. METHODS:

(1) Use reading-books as spelling-books for under classes. Make each reading lesson a spelling lesson.

Frequently give paragraphs of the reading lesson to upper classes for exact reproduction the following day, either orally or in writing.

Have pupils note certain words in the paragraphs, and instruct them to supply their places with other words; or to recast the sentence at option, when called upon in such exercise the following day. Note that students at once discover a difference between "dictionary" and "contextual" meanings, and that habits of thoughtful independence are engendered.

Construct, with or without help, groups of classified words of familiar objects, actions, qualities, and so on. Have pupils also to do this. Use these to supplement your spelling otherwise.

Important. Put into your memorandum book—called a "—th Grade Spelling-book"—every word misspelled in every pupil's exercises during term. Drill on these words incessantly.

(2) Teach Phonics and Diaeritics (a) as a key to the dictionary pronunciations; (b) as a matter of voice culture and an aid to reading.

Allow no pupil in answers to you to use a word he does not know the meaning of. That word is so much Coptic to him, and the meaning of the sentence he has memorized is accordingly a mystery. Pupils will soon begin to fortify themselves by a use of dictionary.

(3) Make use of Story-writing—Geography stories, Reproduction stories, Spelling stories (distinctly so called). For instance, assign to class certain suggestive words in to-morrow's spelling lesson (if you have not discarded the-spelling book in under classes). For instance, the following words from Lesson 107, Butler's New American Speller, were given to the pupils of the Fourth Grade, Wilson Graded School, with the results partially indicated below. Papers are given exactly as handed in by pupils:

Birthday,	Manners,	Party,
Polite,	Nursery,	Gentle.

BIRTHDAY PARTY.

KATIE MERCER, AGE NINE YEARS.

Fourth Grade.

On Annie's twelfth *birthday* she had a *party* and invited her friends to the *party*.

The children had the *party* in the *nursery*, and the boys were very *polite* in their *manners* and very *gentle* to the girls.

After the *party* was over the children played hide and seek and many other games.

When the children were ready to go home, Annie and her brother Willie told them they wished them a merry Christmas and a happy New Year as it was very near Christmas, and of course New Year comes after Christmas.

Willie sent Julia, one of the girls, a plush work-box and Annie sent all the girls a Christmas card.

Annie told the girls after she had left Kansas and had gotten to California they must send her something and then she would write to them and tell them how she enjoyed her trip.

ETHEL'S PARTY.

CORA MOYE, AGE TEN YEARS.

Fourth Grade.

Ethel's mother told her if she would not make a noise when her little brother Jimmie was asleep, she might have a *birthday party* in the *nursery*. This was her sixth birthday. Mrs. May (Ethel's mother) told Ethel to invite all of her little friends. After they all came they went into the nursery and played, while Mrs. May was stewing the candy and apples. While they were playing, Jimmie slipped out of the room into the pantry and stole a doughnut and ran out to the barn. When Mrs. May came back she said, "who has been into my cakes?" Mrs. May fixed the table and then called the children to eat. After they had eaten they went back and played "King David." The boys were very *polite* and *gentle*. They had very good *manners*. When they started home, Ethel said she wished them a merry Christmas. Ethel's next birthday will come by and by.

"Good by, Ethel."

A STORY.

HENERIETTA PROSISE, AGE ELEVEN YEARS.

Fourth Grade.

It was nearly Christmas; the day before Christmas was Bessie's *birthday*. Mrs. Davis had promised her a *party*. It was to be in the *nursery*, and all her little playmates were to be there. Mrs. Davis was to cook the candy. Wasn't that jolly fun! Well now it is the day for the party. Bessie was to invite

whom she liked. All her little playmates were there that night. "Begin your play," said Mrs. Davis. "What shall we play?" said Bessie. "King David," said a little girl. So they all got in a ring and began to sing. They played many other plays. It was not long before Mrs. Davis came into the room and said the candy was ready. They all went to the table. "This is my place," said one little girl. "No, that is not the way to do," said Mrs. Davis; "here is your place." "You must have pretty *manners*, and be *polite* and *gentle*."

They all ate as much as they wanted, and went home feeling very happy.

HELEN'S PARTY.

GERTIE BLOUNT, AGE ELEVEN YEARS.

Fourth Grade.

It would soon be Helen Jones' *birthday*, and she was very impatient for it to come. "Helen if you will not be so cross when your *birthday* comes you may have a *birthday party* in the *nursery*," said her mother.

This is what Helen wanted, and so on the 27th of September which was her *birthday*, she was up at seven o'clock making her invitations which read thus:

"Miss Helen Jones will recieve her *friends* at 2 o'clock this evening."

Two o'clock came and they were all seated in the *nursery*, when Helen said, "Come on lets go play," and they all followed her into the yard. When they got in there and were playing, they heard a scream, and it was little Lizzie Brown, she had stumped her toe clean off. Her sister Mary carried her home, and the rest of the children had a very pleasant time. The boys were *polite*, and the girls had very nice *manners* and were very *gentle*.

JOE'S BIRTHDAY PARTY.

SAM MOORE, AGE TWELVE YEARS.

Fourth Grade.

Yesterday Joe had a *birthday party*. He took his little friends into the *nursery* to play, and was so *gentle* and *polite* to them all that they enjoyed themselves very much.

His *manners* to his little friends were beautiful.

It is to be hoped that all who were there will profit by little Joe's kindness, *politeness* and *manners*. Well done for you, dear little Joe, and may you live long and enjoy many such *birthdays*.

The only form of punishment I ever deem necessary is censure before the whole school, followed by report to parents if the case proves stubborn.—W. A. Buxton.

THE STATE TEACHERS' READING CIRCLE.

At the first mention in *THE TEACHER*, a few months ago, of a Reading Circle for North Carolina teachers, the idea became exceedingly popular and met with universal approbation throughout the State. The proposition struck the key-note of the progressive educational spirit of our wide-awake teachers; and to meet this popular demand a movement has been fully inaugurated to establish the *STATE TEACHERS' READING CIRCLE* in North Carolina. The organization is under the auspices of the Teachers' Assembly, and will be conducted in the same successful manner as all other business of the Assembly.

It is desirable, even necessary, to complete the organization before the institutes open, and as there will be no session of the Assembly in the meantime by which initial steps could be taken, *THE TEACHER*, as the organ of the Assembly, undertakes to present the matter in a form which will certainly commend itself to all as simple, absolutely fair and promptly effective.

PLAN OF ORGANIZATION.

1. The Reading Circle shall be under the temporary direction of the officers of the Assembly until June, at which time the Assembly, in regular session, shall choose the permanent officers.
2. The half year's course of reading to be prescribed by Dr. R. H. Lewis, President of the Assembly, and the books to be supplied to members of the Circle at a special reduced rate as shall be agreed upon by the President and the publishers.
3. The privileges of membership shall be, as in the Teachers' Assembly, extended to "teachers and friends of education" upon application to the Secretary at Raleigh. A neatly prepared "certificate of membership" will be furnished to each member and no fee shall be required.
4. Each subject in the course of reading shall have a special time for examination and discussion during the session of the Assembly. The Board of Examiners shall comprise five leading

educators of North Carolina, to be selected in advance by the teachers throughout the State, and for this purpose every teacher is requested to send at once to this office a postal card containing the names of five prominent educators preferred as members of this Board.

5. A committee of three teachers, to be appointed by Major Finger, the State Superintendent of Public Instruction, will canvass the votes; the five names receiving the highest number will be declared elected as the Board of Examiners. This canvass will occur April 1st. Send your vote by early mail, while the matter is fresh in mind.

6. The members of the State Circle resident in any town, township or neighborhood, may form a Local Circle, which may meet as often as it shall elect, for the purpose of reading and discussion. The Local Circles can be made sources of very great pleasure and instruction to all its members and to the community at large.

COURSE OF READING.

In accordance with the plan of organization, the President of the Assembly, after careful consideration, has selected the following books as the half year's course of reading:

PRESCRIBED.

	Price, post-paid.
1—Page's Theory and Practice of Teaching, - - - - -	90 cents.
2—Watt's Improvement of the Mind (new edition), - - - - -	60 "
3—Self-Help, by Samuel Smiles, - - - - -	20 "
4—Manliness of Christ, by Thomas Hughes, - - - - -	10 "
5—Ethics of the Dust, by Ruskin, - - - - -	10 "
6—Tales from Shakespeare, by Charles and Mary Lamb, - - - - -	50 "
7—Last Days of Pompeii, by Bulwer Lytton, - - - - -	20 "

OPTIONAL.

8—Barnes's General History, - - - - -	1.40 cents.
9—School History of North Carolina, - - - - -	85 cents.

The State Depository for the books has been made with Messrs. Alfred Williams & Co., booksellers, of Raleigh, and they will be promptly supplied to all members of the Reading Circle by mail, post-paid, at the contract prices as fixed by the President. Teachers

ought to begin the course at once, that they may have plenty of time to prepare for the examinations in June.

As an additional attraction to the benefits of the Reading Circle and to the examinations, a very handsome gold medal, appropriately designed and inscribed, will be given by Messrs. Alfred Williams & Co. to the teacher who stands the best examination in the HISTORY OF NORTH CAROLINA. Mr. J. W. Thackston, the representative of Messrs. A. S. Barnes & Co., of New York, will give a similar gold medal to the teacher standing the best examination on BARNES' GENERAL HISTORY. Both medals will be awarded by the Board of Examiners during the session of the Assembly in June.

The Reading Circles have been recently established in more than a dozen leading States of the Union, and they have been most enthusiastically received everywhere. No other movement of modern times, rapid and startling as have been the changes in school methods, has ever made such simple, thorough and economical provisions for self-improvement among teachers, or promises such wide pleasure and usefulness. THE TEACHER is happy to be the means of starting it in our progressive North Carolina. Another bond of social union is now formed between North Carolina teachers, having in view the certain result of better teachers, better schools, better pupils, better school laws, better appreciation and better salaries, and we believe that every ambitious teacher in the State will join heartily in this work.

As to school-room misdemeanors, I make the punishment of the same nature as the offense. As a privilege is abused, I deprive the pupil of that privilege. If the pupil is playing in school, I ask him to look up some subject in the cyclopædia. By this he may gain information. Idleness is the parent of mischief; I therefore aim to give all plenty to do, and see that it is done.—*F. H. Orcutt.*

NORTH CAROLINA.

BY AN OLD CITIZEN OF GUILFORD, NEAR GIBSONVILLE.

Among the foremost of all lands,
Behold old North Carolina stands.
Colossal mountains pierce her sky,
Delightful valleys among them lie.
Entombed beneath her surface deep,
Full mines of precious metal sleep.
Grand, grand, magnificently grand,
Her noble hills majestic stand;
In rich luxuriance covered o'er
Just like the fabled fields of yore.
Ken the delightful scenery round,
Landscapes more grand nowhere are found.
Majestic groves of forest trees,
Nod gently to the passing breeze.
Orchards and fields in rich array,
Plenteous fruit and grain display;
Quelling every want and need,
Rendering man happy indeed.
So let all with heart and hand
Try to improve our goodly land;
Until each hill and vale shall be
Vocal with life and industry;
We then can boast a State, I vow,
X (10) times as great as she is now.
Youth, noble youth, with hearts elate,
Zealous be for the old North State.

HEALTH VERSUS ORDER.

BY JOHN A. SIMPSON, A. M., INSTITUTION FOR DEAF, DUMB AND THE BLIND.

It may be safely assumed that very few teachers in North Carolina need to be told to-day that it is their duty to take the best possible care of the health of their pupils. The need is, rather, that at least the younger teachers be told fully, clearly and frequently how this can be done; that the injurious effects of bad ventilation, impure water, insufficient light, overheating, cold, overwork, prolonged confinement, etc., be fully made known to them, and that the remedies for these evils be very distinctly pointed out. All this is too obvious to have escaped attention, and much good work of the kind here hinted at has already been done. Much, however, remains to be done. The introduction into the public schools of a work on physiology and hygiene, though an excellent beginning, is by no means all that is needed. Indeed, the subject is so important, so far-reaching, so complicated, that nothing short of the united, persistent efforts of the whole body of teachers, supported and encouraged by enlightened public opinion, can ever do it justice. The aspect of this all-important subject to be presented in this article, though generally disregarded, is yet worthy of the most careful consideration.

Many teachers seem to me to overrate the importance of so-called order in the school-room, or rather, they mistake mere military drill for true order, and make it an end rather than a means. The result is, it becomes a barrier between teacher and pupil, a positive hindrance in the establishment of real discipline.

I hope I shall not be understood as opposing the maintenance of good order in the school-room; no teacher in his senses could do that. I only wish to protest against the tendency of the times to exalt unduly mere mechanical precision, to make of it a Moloch, to which the bodies and the minds of our children are daily sacrificed. Let me suppose a case—one not wholly imaginary.

In a class of fifty or sixty scholars there is one—a girl, let us say, who is naturally timid, and somewhat lacking in vigor, both

intellectual and physical. Her desk is near the door, from which a stream of cold air plays steadily on her feet, which she has got wet, perhaps, on her way to school. She is soon thoroughly chilled, can take no interest in the lessons, and is rapidly becoming ill. What is to be done? Can she not ask to be allowed to change her place? Possibly; but the matter is not so simple as it appears. Everything in this school is done with military precision, and it requires no little courage on the part of such a child to ask that the established order of things be broken on her account. She remains silent, therefore, and the next day is unable to return to school. I have no wish to exaggerate the danger; any thoughtful reader will see that it is serious. But if the child had asked to be allowed to take another seat, would not all have been well? Possibly. Many teachers would certainly have granted the request; some would have replied with an impatient "No." Far too many would have refused, adding the explanation that, if such a thing were allowed, it would lead to endless confusion. And so the wheels of the juggernaut would have crushed out the poor little life as before. Well, who is to blame? No one person, perhaps; but surely the system is bad under which such a thing is possible, which makes it difficult for a teacher to know the real condition of every pupil under her charge, and which makes close, quick sympathy between teacher and pupil well-nigh impossible.

I have purposely chosen a simple, familiar example to illustrate my meaning; others are not far to seek. It might easily be shown that children's eyes are often injured because the established order of things will not admit of a different arrangement of seats; that delicate children are forced into the open air in unsuitable weather, or are forced to keep pace in gymnastic exercises with much stronger companions because the rules admit of no exceptions, and that, in other ways, the highest interests of the children are sacrificed to the same exaggerated idea of the value of uniformity.

The evil I complain of is defended on the ground that it teaches respect for law, and that it enables a teacher to manage larger numbers of children than could be managed in any other way.

These arguments prove only that a system of well-considered rules, enforced at the discretion of a wise and considerate teacher, is essential to any real success in teaching, and this no one would think of denying. When, however, nothing is left to the discretion of the teacher, but teacher and scholars alike are reduced to mere machines, or when, as is too often the case, teachers make use of a set of inflexible rules to spare themselves the trouble of really knowing their pupils and of considering their moral and physical needs, then, it seems to me, the result is likely to be almost wholly disastrous.

I regret that I have not left myself space to describe, as I intended, the teacher whose personal influence is alone sufficient to maintain perfect discipline. A kindly touch of the hand, an encouraging smile, a warning glance, a few quiet words, are all she needs to incite or to restrain her pupils, whom she knows and loves. The words of the wise king of old fit well into the description of such a teacher: "She openeth her mouth with wisdom, and in her tongue is the law of kindness."

I feel that I have succeeded but poorly in the difficult task of depicting an evil, the essence of which lies wholly in the abuse of a thing in itself good. May some abler hand hereafter portray this evil in its true dimensions.

[For the North Carolina Teacher.]

THE "READING CIRCLE."

BY MISS MARY B. MCKAY, AVERASBORO, N. C.

I hope we will have the Reading Circle at the next session of the Assembly. If the subject-matter is judiciously selected, it will prove a source of great entertainment and instruction to the teachers.

For the first course, I think a historical course would be of more real practical benefit to the majority of the teachers, inasmuch as history is taught in nearly all schools, both public and

private, while literature is taught only in the high schools and colleges. Literature and biography are interesting; but will they prove of more practical benefit to the public school teacher than a course in history? Of course the Reading Circle is intended for all of those who wish to take part in it; but is not a large number of the members of the Assembly public school teachers? As a general thing, the average common school teacher is of very limited *general* information, the extent of our knowledge being confined almost exclusively to the prescribed common school branches. I am not averse to the employment of any means to awaken the latent ambition, and I think the Reading Circle will prove a potent factor in doing this. It will extend our general information by acquainting us with subjects which we have heretofore neglected. But we cannot have a variety of subjects at once; so let us treat of the subject of history at the next session of the Assembly, and leave other topics for subsequent meetings.

SOME ENGLISH WORDS.

There are a number of words in the English language each of which contains all the five regular vowels, but it would puzzle almost any one to think of more than one or two at short notice. The following may be given as examples: "Education," "reputation," "regulation," "emulation," "perturbation," "mensuration." Besides these there are several words, each containing all the vowels including the "y." Of course we may mention "revolutionary," "elocutionary" and "unquestionably." The word "invisibility" may be noted as a peculiar word, for it contains the letter "i" five times. "Mississippi" and "Tennessee" are each spelt with only four different letters of the alphabet, although one contains eleven letters and the other nine. "Schnapps," a word of one syllable and eight letters, contains but one vowel. There are no words in the English language of more than eight syllables and of those containing that number may be mentioned "incomprehensibility." The word "facetiously" contains all the vowels in their regular order.

[For The North Carolina Teacher.]

THE LECTURE SYSTEM.

BY W. B. PHILLIPS, A. B., PH. D., PROFESSOR AGRICULTURAL CHEMISTRY
AND MINING, UNIVERSITY OF NORTH CAROLINA. WRITTEN
FROM FREIBERG, SAXONY.

I was speaking the other day with a German Professor, who, for the past fifteen years, has held an important position in the Royal Saxon School of Mines. We drifted from one thing to another, and finally brought up on the relative merits of the Lecture and Text-book Systems of instruction. He said that the chief value of the Lecture System was based upon the necessity it imposed upon the instructor of keeping up with the times, or, as he expressed it, of knowing what was *new*, and informing the students about it. To know what is going on is, indeed, most important for any teacher—not merely what is going on in his own especial department, but also, as far as possible, in cognate branches.

Given two men of equal teaching ability with students equally as well prepared, it is hardly possible to say at once which system will yield the best results. The fact that a teacher uses the Lecture System exclusively does not prove him to be a good teacher. I know of more than one college where the same lectures have done service for the past ten or fifteen years, notwithstanding that the subject has been greatly enlarged and modified.

That the Lecture System entails additional labor upon the instructor is not to be denied, but unless he himself improves not only in learning, but also in the power of imparting that learning, it is labor thrown away. The knowledge of what is going on in his profession does not make a good teacher any more than the knowledge of what is in the books does. Because Wurtz knew of the liquefaction of oxygen and hydrogen within a few days after this great feat had been accomplished, was he therefore a better teacher? Because Professor Kreischer can give his class a drawing of the newest boring machine, is he therefore a better

lecturer on mining? By no means. Unless Wurtz could apply the principles on which Cailletet and Pietet worked, the mere knowledge of what they had done could be of no use to him or to his students. If Professor Kreischer was not at home in the several departments of mining, what good would there be in his drawing a new machine on the board?

The object of teaching is to enable the student to use what he gets. The methods by which this end is attained will vary with the nature of the students, the nature of the subject, and the ability of the teacher. Of these three variants, I am inclined to think the first the most important. Students who, for the ten years preceding their entrance into college, have been accustomed to text-books, cannot be supposed to take kindly to lectures at first. Having been trained in the memorizing—for it is little else—of a certain number of pages or paragraphs for a day's recitation, they are wholly at sea when it comes to the writing down of lectures. They cannot utilize what they know because of the strangeness of their surroundings. Conversant with their text-books, they do not at first realize that they are making new ones. A good deal of time is lost at first in the attempt to reconcile what they have learned from the books with what the Professor says, inasmuch as his order of arrangement is in most cases different from that of the books. There is oftentimes an unnecessary amount of friction and lost motion. The Professor is active, wide-awake, clear, but the students do not respond, because they cannot; they have not been trained in that way.

It is no wonder that the higher German Professors like the Lecture System, for their students come from the Gymnasias, where the same system is maintained. The German student comes from one system to another just like it. He is not confused, lost, in the wilderness of strange conditions. Accustomed in the Gymnasium to taking down lectures, he experiences no difficulty at the University or Technical School, for the systems are alike.

The chief value of the Lecture System seems to me to be in the necessity it imposes upon the student to pay attention to what the Professor is talking about. It has shown itself, particularly

in Germany, to possess very material advantages over the Text-book System in enabling the student to *understand* what is said. He *must* understand, for all unnecessary explanations are left off and the subject stands out bare and sharply outlined; the kernel is there; the shell is thrown away.

To get the best results from any system of education which ascends by degrees from the primary schools to the University, all the parts of it must harmonize, and all must be based on the same principles. If text-books are to be used, let them be used throughout; if lectures, then let the text-books occupy a subordinate place. Text-books can never be done away with, but they can at least be made to serve the purpose of consultation and reference. The great principles are in text-books; they are the foundation stones, but they should not be used in the class room.

The lecturing teacher is not only the most active and well informed, but he is also best able to interest his classes. Let the lectures be supplemented by the text-books; not the text-books by the lectures. If the pupil of the elementary schools is accustomed to hearing lectures and making abstracts of them, when he gets to the University he will be far better equipped than if he had been confined to text-books. He will not only learn faster, but he will also use his information to better advantage.

Let one system be maintained throughout, so that there shall be no clash as the student becomes older. In this way we will get the full value of our money. Let the whole system conform to that in use in the highest schools, the colleges and universities, so that each upward step may be taken in full accord with the one below and the next one above. The trouble with us is that the different parts of our educational system are too independent of one another; they are not graded, and we lose by it all the time.

LET YOUR position of body in the school-room be dignified, but not stiff and forward. It is not necessary that the teacher be on his feet continually.

EDUCATIONAL NOTES.

WHITAKER'S ACADEMY, Edgecombe county, Elder A. J. Moore, Principal, opened its fifteenth term on the 11th of January.

RUTHERFORD COLLEGE, Burke county, has opened with more students than at any previous session. Rev. R. L. Abernethy, President, established this school in 1853, and is still at his post, doing valiant duty.

MEMORIAL HALL, at our State University, is the largest auditorium at any educational institution in the South, and is the only one of the same character at any American seat of learning, with the exception of Harvard.

WILSON COLLEGIATE INSTITUTE again passes into the hands of Elder Sylvester Hassell, A. M. (University of North Carolina), the former Principal, who announces that it will open its spring session January 25th.

LEAKSVILLE ACADEMY, Rockingham county, has passed into the hands of Mr. B. W. Ray (Wake Forest College and Poughkeepsie), late Principal of the Louisburg High School. He will be assisted by Miss Helen Betts.

WAKEFIELD CLASSICAL AND MATHEMATICAL SCHOOL, Wake county, Rev. O. L. Stringfield and W. J. Ferrell, A. B. (both Wake Forest College), assisted by Mrs. O. L. Stringfield and Miss Lottie Harris, is doing well.

TROY MALE AND FEMALE ACADEMY, Montgomery county, under the skillful management of Rev. B. G. Marsh, Principal, was never before in so prosperous condition. Miss Mattie Anderson, of Albemarle, has charge of a class of eleven music scholars.

PIEDMONT SEMINARY, a male and female high school, at Lincoln, remains in charge of Prof. D. Matt. Thompson as Principal, assisted by Mrs. Lizzie R. Thompson, Miss Angie E. Caldwell and Miss Lida W. Johnston, has had its building repaired and added new school desks.

THE NEW ACADEMY at Clyde, Haywood county, is nearly completed.

FAIR VIEW ACADEMY, near Gibsonville, Guilford county, is in want of a good teacher.

KINSTON COLLEGE, Lenoir county, Dr. R. H. Lewis, Principal, has an enrollment of 102.

FINLEY HIGH SCHOOL, Caldwell county, Capt. E. W. Fayette, Principal, has opened prosperously.

JACKSON'S SPRINGS ACADEMY, Union county, is in charge of Mr. G. W. Belk, and is a prosperous school.

WILSON ACADEMY, Caldwell county, Mr. E. F. Wakefield, Principal, has opened with flattering prospects.

JAMESVILLE HIGH SCHOOL, Martin county, is in charge of that accomplished educator, Prof. S. D. Bagley.

PLEASANT GARDEN HIGH SCHOOL, Guilford county, is doing well under Mr. R. Houston Broom as Principal.

BREVARD INSTITUTE, at Stanly Creek, Gaston county, is in charge of Mr. W. D. Rush. It is an excellent school for both sexes.

TAYLORSVILLE HIGH SCHOOL, Alexander county, Messrs. Burke & McIntosh, Principals, opened on the 5th with about 90 pupils.

GUILFORD HIGH SCHOOL, at McLeansville, opened on the 11th of January, under the management of Mr. A. L. Blake, of South Carolina.

KERNERSVILLE HIGH SCHOOL is in charge of Rev. J. W. Pinnix, a gentleman in every way qualified to conduct a first-class school.

NAHUNTA ACADEMY, Wayne county, Mr. J. H. Moore, Principal, opened its spring term January 4th, with over 100 pupils in attendance.

MORNING SUN ACADEMY, Fish Dam, Durham county, is in a highly prosperous condition, under the principalship of Prof. A. C. Weatherly.

PLEASANT LODGE ACADEMY, recently removed to Liberty, Randolph county, Mr. T. M. Robertson, Principal, has opened with about 70 pupils.

MORVEN HIGH SCHOOL, Anson county, has a new Principal in the person of Mr. Ed. C. Dunlap, late assistant at the Norwood Academy, Stanly county.

MONROE HIGH SCHOOL, at Monroe, Union county, Prof. J. A. Monroe, A. M., Principal, has a large patronage, and ranks with our first-class institutions of learning.

PEE DEE INSTITUTE, Montgomery county, wants a gentleman of liberal education to take charge as Principal. Building two stories high. Address W. M. Carter, Nalls, N. C.

ANSON INSTITUTE, an old educational building at Wadesboro, Anson county, was destroyed by fire on the 9th of January. The loss, including building, furniture, &c., amounts to \$4,000, partially covered by insurance.

WARSAW HIGH SCHOOL, Duplin county, is prospering, and the Principals, Messrs. W. M. and D. S. Kennedy, are confidently looking for increased patronage. They have just completed a handsome and commodious academy building.

GLOBE ACADEMY, Caldwell county, is presided over by Mr. J. A. Spainhour (Wake Forest College), a teacher of experience, assisted by Rev. R. L. Patton, A. M. (Amherst, Mass.), and Mrs. J. A. Spainhour in the department of music. The school is in a most prosperous condition.

THE FIFTH EDITION of Moore's School History of North Carolina is passing through the press as rapidly as possible, and will be ready for the schools on February 15th. The publishers have on file a very large number of orders for the History, and all will be filled at the earliest possible day.

ENOCHVILLE HIGH SCHOOL, for boys and girls, Rowan county, has secured the services as Principal of Mr. Floyd B. Brown, late Principal of the Beth-Eden Institute, Mississippi. Mr. Brown was lately Principal of Frieder's Academy, Gibsonville, and comes highly recommended as a first-class instructor.

CEDAR RUN ACADEMY, Alexander county, under the able management of Messrs. J. W. and J. J. Hendren (both Wake Forest College), is in a flourishing condition, having nearly 120 names on the students' roll. The people of Alexander may well be proud of this school and its energetic and accomplished Principals.

LOUISBURG PRACTICAL HIGH SCHOOL has selected Prof. W. H. Michael (University of West Virginia) as Principal, and the *Louisburg Times* says: "Prof. Michael is a ripe scholar, in whom the community has the utmost confidence, and we feel sure that the school, under his management, will continue to be successful.

LAGRANGE INSTITUTE, Lenoir county, Rev. A. R. Morgan, Principal, has opened its spring session with an enrollment nearly double that of last year. An organ has been purchased for chapel services, and Mr. Morgan has leased the property for a term of years, and the increased patronage has required the employment of an additional teacher.

THE STATESVILLE *Landmark* says: The North Carolina Congressmen probably need no reminder of what their State expects of them with regard to the Blair Educational Bill. The sentiment in North Carolina is overwhelmingly in favor of this measure, and it is greatly to be hoped that it will be passed at this session of Congress. Senators Ransom and Vance are both reported as in favor of it, and it is believed that it will have the undivided support of our delegation in the lower House. This will give to North Carolina something like \$5,000,000 to be put into our public schools. Each county will get annually about as much as the present appropriation is, thus doubling the school money.

THIRD TERM of Jones Female Institute began 25th of September, 1885, and will continue eight months, closing in May, 1886. Miss E. C. Prudden is Principal. This institute, situated at the All-healing Springs, Gaston county, N. C., is patronized by both the Carolinas. It has been recently planted in our midst, and should be cherished by every true-hearted Carolinian. It is surely

a great blessing to girls of limited means, being, we suppose, the cheapest in the State. Board, tuition, lights and fuel, only \$7 per month. Music and drawing extra. Previous terms have given entire satisfaction. Instruction thorough and discipline admirable. For further information, address Miss E. C. Prudden, Alh Healing, N. C.

THE SOUTHERN NORMAL, at Lexington, as we learn from the Davidson *Dispatch*, has opened auspiciously. The attendance is large, and the discipline is more strict than formerly; consequently better results are expected. The number of students from abroad is considerably increased, there being three new students from Virginia among late arrivals. Miss Sackie Nooe is teaching in the intermediate department. Mr. L. M. Redwine, of Montgomery county, will also do intermediate work, beginning next week. Mrs. Duncan is teaching. All the students in the intermediate and advanced rooms are studying composition preparatory to rhetoric. The whole school is studying spelling. The students of the advanced room are engaged in a two-weeks' spelling match, and are having a lively contest. The Normal, evidently, is in a prosperous condition, and is doing a good work for this community.

THE FRIENDS' SCHOOL, at New Garden, has just erected a large building to take the place of King Hall, recently destroyed by fire, and it is proposed to call it "Archdale" Hall, in memory of John Archdale, the distinguished Quaker Colonial Governor of North Carolina. Colonel John H. Wheeler, in his "Sketches of North Carolina," says of Governor Archdale: "His character deserves to be held in grateful remembrance by the people of North Carolina. The effects of his sagacity introduced system and union into the colony, and his name should be perpetuated by a more enduring monument than it has hitherto received." What more appropriate monument could be reared to him than to give his name to this noble school building, erected nearly two hundred years after his official duties ceased, by the highly respectable sect of Christians to which he belonged? The name of Archdale should be as well known in North Carolina as that of his contemporary, William Penn, in Pennsylvania.

IN THE SCHOOL-ROOM.

[For The North Carolina Teacher.]

CONTRACTIONS IN MULTIPLICATION.

BY JAMES A. DELKE, PROFESSOR MATHEMATICS THOMASVILLE FEMALE COLLEGE.

I.

To square a number, of two figures, whose unit figure is 5:

Rule.—To the figure in the tens' place add its square and prefix the sum to the square of 5.

Ex. 1. $45^2 = 4 + 16 = (20 + 5^2) = 2025.$

Ex. 2. $75^2 = 7 + 49 = (56 + 5^2) = 5625.$

Note.—The same for three or more figures.

Ex. 1. $125^2 = 12 + 144 = (156 + 5^2) = 15625.$

Ex. 2. $255^2 = 25 + 625 = (650), 5^2 = 65025.$

II.

To square a number, of two figures, whose tens' figure is 5:

Rule.—To the unit's figure add the square of 5 and annex the square of the unit.

Ex. 1. $56^2 = 6 + 25 (=31), 6^2 = 3136.$

Ex. 2. $59^2 = 9 + 25 (=34), 9^2 = 3481.$

III.

To tell the product of any two numbers of two figures, each unit being a 5:

Rule.—When the sum of the tens is even, add their half sum to their product and annex the square of 5.

Ex. 1. $65 \times 45 = 6 \times 4 + 5 (=29), 5^2 = 2925.$

Ex. 2. $95 \times 75 = 9 \div 7 + 8 (=71), 5^2 = 7125.$

Note.—If the sum of the tens is odd, add the $\frac{1}{2}$ as 50 to the square of 5.

$$\text{Ex. 1. } 65 \times 35 = 6 \times 3 + 4\frac{1}{2} (=22), 75 = 2295.$$

IV.

To tell the product of two numbers, of two figures, whose tens' figure is 5:

Rule.—To the square of 5 add the half sum of the units, and annex their product.

$$\text{Ex. 1. } 58 \times 54 = 25 + 6 (=31), 32 = 3132.$$

Note.—If the sum of units is odd, add 50 to the product of the units.

$$\text{Ex. 1. } 56 \times 53 = 25 + 4 (=29), 68 = 2,968.$$

DUODENARY ARITHMETIC.

Decimal Arithmetic, the system in use at present, owes its origin, no doubt, to the fact that men began to reckon on their ten fingers. Some adopted the *vicenary* system, by *twenties*, savages counting their nude toes with the same facility as their fingers, and hence the word *digit*. Others used the *binary* system, by *twos*; and a few the *quinary*, by *fives*. Still fewer have employed the *sexagenary* system, by *sixties*.

If Nature, instead of ten fingers had given us twelve, then our system of numeration would have been by *twelves* instead of by tens, and while I would not be guilty of the presumption of attempting to improve on Nature's "canny work," it may not be improper to call attention to some of the more important advantages possessed by this system.

1. If we consider the numbers in our first two tens, from 1 to 20, we find that 12 has the greatest number of divisors (four) except that 18 has the same number, but being the larger number is not so suitable as 12 for a scale. If we take the first two periods, from 1 to 144, corresponding to our two, from 1 to 100, we shall find 13 divisors in the former and only 7 in the latter, nearly two to one, which would materially lessen the occurrence of fractions, those troublesome little bipeds, hunchbacks, and

centipedes (that often make us fractious, if not mad, as the school-boy quartrain has it) with which all are familiar.

2. In what are called denominate numbers, the foot is divided by a duodecimal progression into 12 inches, the inch into 12 lines, the line into 12 points. So the pound would be better divided into 12 ounces, the ounce into 12 drachms, and the drachm into 12 grains. Time would be expressed more conveniently in the same manner.

3. Another advantage would be found in the fact that these numbers could all be more simply written, just as we can express by one system dollars, cents, and mills; thus, instead of writing 5 feet, 9 inches, 4 lines, 6 points, we would write 5,946 points. In the ordinary processes of addition, subtraction, multiplication, and division, the results would be expressed by the number of figures in their regular order, the increase from right to left being by *twelves* instead of by *tens*.

The Duodenary System would require only two additional characters, one for ten and one for eleven, 10 representing 12; thus we might have 1, 2, 3, 4, 5, 6, 7, 8, 9, \wedge , \vee , 10.

Thus 14 would be $16=12+4$,

1 \vee " " $23=12+11$,

100 " " $144=12 \times 12$, &c.

Another system, called Binary Arithmetic suggested by Leibnitz, deserves notice as a curious mathematical speculation. In one respect it is remarkable for its simplicity, requiring only two characters, 1 and 0, the addition of 0 to the right of any number doubling its value;

Thus 10 is two $=1 \times 2$,

100 is four $=2 \times 2$,

111 is seven $=4+3$, or $6+1$,

1,000 is eight $=2 \times 2 \times 2$, or 4×2 , &c.

A serious objection is found in the large number of figures necessary to express the higher numbers, so that this system will hardly ever come into general use.

QUERIES.

I would like to present some disputed questions to be answered by your correspondents. What is the proper way of parsing "like," in the sentence, "Photography is the art that enables common-place mediocrity to look like genius." Also, it is stated in the October number of THE NORTH CAROLINA TEACHER that "Green Lake, in Colorado, elevation 10,252 feet, is the highest in the world," while the elevation of Lake Titicaca is given in Maury's Manual as 13,000 feet. Which is correct? I would like to have them answered.

HELEN.

[It should have read: "Green Lake is the highest in America." Lake Titicaca, according to Appleton's Higher Geography, "is the highest large lake in the world," while there are several small lakes which are known to have an altitude some greater. —EDITOR.]

THE PUZZLED SERGEANT.

An exchange tells this story of a French sergeant to whom was intrusted the oversight of twenty-four soldiers, and who, doubtless, had chance to find out for himself the truth of Longfellow's statement that "things are not what they seem."

In the building which the soldiers were to occupy there were nine rooms; so he arranged his men in the following manner, taking care to keep the centre room to himself, so that he could thus manage a sort of war-like "puss in the corner":

3	3	3
3		3
3	3	3

By this disposition of his men, the brave sergeant had nine stationed on each face of the building, and so flattered himself that it was well-guarded. By and by the soldiers grew tired, and not seeing any signs of danger, they knocked at the door of the centre room, and asked permission to alter the arrangement, so that they might have a little amusement.

The sergeant gave consent, on condition that there should be always nine on each side of the house, and then retired to rest.

About an hour afterward he went his rounds, and found the men arranged thus:

He counted carefully. There were nine on each side, so he went peacefully to bed again, quite satisfied with the conduct of his men, and little imagining that four soldiers had gone for a walk in the town, as you may see if you count the numbers in the plan adjoining.

4	1	4
1		1
4	1	4

Not long afterwards the truants returned, bringing with them four friends. There were now twenty-eight men in the building. For the second time the sergeant went his rounds and found the rooms occupied as follows:

2	5	2
5		5
2	5	2

“Nine on each side,” he thought; “certainly I am a lucky fellow to have such a trustworthy set of men under me.” And yet there were four more soldiers than there were at first, and eight more than when he last went round. Truly “things are not what they seem.” Soon after the sergeant had retired, four more fresh soldiers came in, so the number of the detachment was increased to thirty-two. Once more the vigilant sergeant went round. Once more he found nine on each side, and went back to his room without suspecting mischief.

Why should he be doubtful when there were always nine on each side?

By and by four more men came in, and the number in the building was raised to thirty-six. The men were at first afraid that they would be found out, but after a little while they managed to arrange themselves so that the magic number should still be found on each side; neither more nor less.

1	7	1
7		7
1	7	1

And so for the fourth time the sergeant counted and was satisfied.

0	9	0
9		9
0	9	0

Made bold by their success in puzzling their leader, the men agreed that half should leave the building, only eighteen remaining behind. While they were gone the sergeant came round for the last time and found the arrangement as follows:

What more could a man wish? There were nine each side; and yet there were six men less than at first, and eighteen less than when he last went round.

It is easy to explain how the sergeant was deceived. The corner rooms are counted on two sides of the house at once. The more there are in these rooms, the fewer there are in the whole building; and the fewer there are in the corner rooms, the more there are in the house.

5	0	4
0		0
4	0	5

DOG, RABBIT-TRAP.

A teacher in a North Carolina school was endeavoring to impress upon the mind of a small pupil the forms of certain words, when the following dialogue occurred:

Teacher—"Now, can you tell me what this word is?"

(Pupil looks closely, but makes no reply).

Teacher—"Spell it."

Pupil—"D-o-g."

Teacher—"Well, what does d-o-g spell?"

(No reply).

Teacher (again)—"What catches rabbits for us?"

Pupil (quickly and confidently)—"Rabbit-traps."—Z.

IF YOU HAVE children in the schools see that they are taught by a competent teacher. If you are a teacher, resolve from this day that you will be a better and more faithful teacher than ever before.—*E. P. Moses.*

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1885-'86.

DR. R. H. LEWIS, Kinston,	-	-	-	-	President.
EUGENE G. HARRELL, Raleigh,	-	-	-	-	Secretary.
E. M. GOODWIN, Raleigh,	-	-	-	-	Assistant Secretary.
ROBERT S. ARROWOOD, Concord,	-	-	-	-	Treasurer.

VICE-PRESIDENTS.

- | | |
|--------------------------------|------------------------------------|
| 1. CHARLES D. McIVER, Winston. | 6. N. C. ENGLISH, Trinity College. |
| 2. E. P. MOSES, Raleigh. | 7. W. L. POTEAT, Wake Forest. |
| 3. J. W. STARNES, Asheville. | 8. ROBERT BINGHAM, Bingham School. |
| 4. E. A. ALDERMAN, Goldsboro. | 9. S. M. FINGER, Raleigh. |
| 5. H. L. SMITH, Selma. | |

EXECUTIVE COMMITTEE.

DR. R. H. LEWIS, <i>ex officio</i> Chairman, Kinston.	
EUGENE G. HARRELL, Raleigh.	Miss FANNIE EVERITT, Statesville.
SAMUEL C. SMITH, Greensboro.	" MARY R. GOODLOE, Asheville.
HUGH MORSON, Raleigh.	" MARY T. PESCU, Raleigh.
GEORGE T. WINSTON, Chapel Hill.	" MAMIE W. CALDWELL, Greensboro.
H. L. KING, Asheville.	" BESSIE FANNING, Durham
D. L. ELLIS, New Bern.	Mrs. SALLIE R. DIXON, Snow Hill.

THE NEW Certificates of Membership are now being issued for the coming session of the Assembly. Have you forwarded your fee to the Treasurer and secured your certificate?

THE "TEACHERS' READING CIRCLE" will add much to the interest and benefits of the coming session of the Assembly. The discussions upon the various subjects of study are expected to be quite spirited, and they will, no doubt, be aglow with brilliant points of instruction.

THE IMPROVEMENTS at the Mount Mitchell Hotel, Black Mountain, are being pushed forward quite satisfactorily. The hill in front of the hotel is being cut away, and a landing will be put in front of the steps only about fifty feet from the building. Nothing will be left undone which will contribute to the enjoyment on the occasion of our Assembly session in June. The yard will be nicely turfed and a neat fence will enclose the premises. There is no prettier mountain view in North Carolina than the one from the observatory of Mount Mitchell Hotel in early summer, when the trees are in full leaf. Our Assembly-room is to be provided with an abundant supply of comfortable seats, also with all kinds of apparatus for most efficient work, and for use in the lectures and discussions. If any of our teachers desire any special school apparatus the Secretary will try to provide it, if notified in time.

THE PLEASURES of a visit to the summit of Mount Mitchell will be greater this summer than before, as the Secretary has provided some neat and comfortable tents for those who desire to spend a night on this wonderful mountain. The tents may be strapped on the horses, behind the saddle, and the gentlemen escorts of the parties can set them into position in few moments. This will be a great deal better than camping in the cave and napping to the music of dripping water from the roof. We think that our Legislature will ere long erect some comfortable quarters for the traveler who spends a night on Mount Mitchell.

THERE IS AN unusual interest manifested in the next meeting of the Assembly, even though the session is yet several months distant. The teachers are fully alive to the great power which is given to them by thus thoroughly organizing their ideas and methods, and the "Chantauqua teachers" have been more appreciated at home than they were before their connection with this splendid body of North Carolina educators; and the advantages to be derived from the Assembly are but just begun.

EDITORIAL.

SOMETHING TO THINK ABOUT.

THE HIGHEST mountain east of the Mississippi River is Mount Mitchell in Western North Carolina. It was named in honor of Dr. Elisha Mitchell, who lost his life by a fall down a precipice when exploring this mountain in 1857. His remains are buried on the summit of the mountain and his resting-place is visited by hundreds of tourists every year. His grave is known only by a little pile of rock, and this neglect of the memory of so cherished a man is a matter of surprise to everybody. There ought to be a neat monument at this noted grave, cut from the beautiful granite which abounds on the top of the mountain, and appropriately inscribed. The monument should be nicely enclosed by a durable iron railing. There ought also to be a comfortable little cabin built of stone on the summit of the mountain for the comfort and protection of the great number of visitors from every portion of the world who spend a night on the top of this most elevated point of our eastern land. All these things can be provided at an expense not exceeding \$1,000; it should be done by the State, and we hope that the next Legislature will vote the appropriation and let the work be undertaken at once, for it will meet the heartiest approval of every North Carolinian.

WE THINK our readers will be particularly pleased with this issue of THE TEACHER. The very able and timely contributions from Mrs. Ketchum, Profs. Brauson, Simpson and Phillips, among the foremost teachers of our State, will greatly interest every teacher.

WE HAVE several capital articles for the next number of THE TEACHER, which were received too late for this issue.

LET US MAKE this year memorable in North Carolina history as a year of great educational enterprises successfully inaugurated and unitedly carried forward. If every teacher and every friend of education will give their efforts heartily to the work the results will be highly gratifying and valuable to them.

OUR SIX-INCH school globes, at fifty cents on wire stand and one dollar on wood frame, have been well received, and they can now be found in a large number of schools. The globes are very cheap, and they answer almost every purpose of the expensive ones, and they greatly aid the teacher of geography.

THE SPRING TERMS of our schools are opening well, with evidences of educational prosperity which is very gratifying and encouraging. Keep up the enthusiasm and progress all along the line and North Carolina will yet lead the Union in the number and excellence of her schools, and in the magnitude of her army of school children.

THE PEOPLE of North Carolina desire the passage of the Educational Bill; the people of the whole nation approve the measure; the general progressiveness of the age demands the aid of the Government in improving and extending our educational interests, and we hope that our representatives in Congress will not be backward in working and voting as their constituency expects of them.

THE TEACHER begins the new year with a great many new subscribers and also a large number of renewals. With every letter comes kind words of encouragement and appreciation of our work in behalf of North Carolina teachers and North Carolina schools. We feel that this new year is going to be noted for educational progress and that the labor of each teacher is to be more successful in every way.

WE RETURN sincere thanks for the large number of new subscribers and renewals, and for the many kind words of appreciation and approval of our efforts towards supplying our teachers

with a live representative educational journal. There are yet many names in North Carolina which we would be glad to enroll on our subscription books, and to this end we will appreciate any words which our friends may speak to a fellow-teacher who is not a subscriber, in behalf of THE TEACHER.

DON'T BE a chronic grumbler in the school-room. The teacher *can* be pleasant at all times and nothing should be allowed to produce a different state of mind. The pupils smile at a teacher who grumbles, and they soon lose respect for her, and then she may as well leave that school-room forever, for it is a waste of time for her to keep up the attempt at teaching. If you grumble, the children growl; if you are constantly complaining the children become sullen and discouraged—so, whatever you do, *don't grumble*.

WE ARE PROUD of the "Mitchell Scientific Society" of our University. The second year of its existence has just closed and the reports of the officers show that the affairs of the society are in a very prosperous and satisfactory condition. The annual journal of the society has just been published containing a fine steel portrait of Dr. M. A. Curtis. It makes a neat pamphlet of 100 pages, filled with exceedingly interesting and valuable articles upon timely scientific subjects. Many of these papers treat of things relating specially to North Carolina, thus adding to their value and interest among North Carolina readers. We thank Professor F. P. Venable, Secretary and Treasurer, for a copy of the journal.

THE "ASSEMBLY READING CIRCLE" is already winning heartiest endorsement throughout the State. The excellent course which the President of the Assembly has prescribed for the half year is very popular, and the handsome gold medals offered by Messrs. Alfred Williams & Co. and Mr. J. W. Thackston will add to the interest in the examinations during the session of the Assembly. The Board of Examiners will be chosen at once from the leading educators of the State and the names announced in a few weeks. The leading books which have been selected for the Circle are supplied to teachers by the depository at a great reduc-

tion from wholesale prices, and the other books are issued in a cheap form of binding, thus the cost of the entire course is very little.

THE ARTICLE in the December number of *THE TEACHER*, about the "Breathing Cave," was taken from the *Asheville Citizen*. We had so much confidence in that excellent paper that we never for a moment doubted any statement which appeared in its editorial columns; but, alas! alas! friend Cameron now confesses that the story of this wonderful cave was told by him in one of his pleasant moods, as a huge joke, forgetting the fact that North Carolinians are so proud of their marvelous mountain country that they would readily believe even so great a "joke" as the "Breathing Cave." We trust that our readers will pardon our blundering this time and we promise not to tell of any other wonderful thing in our mountain country unless we have "seen it with our eyes" or "heard it with our ears."

THE EDITOR received very pleasant calls during the holidays from the following prominent North Carolina teachers: E. C. Branson, of Wilson; M. C. S. Noble, of Wilmington; Price Thomas, of New Bern; E. A. Alderman, of Goldsboro, T. J. Simmons, of Durham; J. T. Alderman, of Fork Church; Chas. D. McIver, of Winston; C. A. Smith, of Princeton; Rev. A. R. Morgan, of LaGrange; Capt. A. C. Davis, of LaGrange; H. L. Smith, of Selma; Albert Anderson, of Middleburg; B. W. Ray, of Leaksville; Maj. R. Bingham, of Bingham School; Dr. K. P. Battle, of the University; Ira T. Turlington, of Smithfield; Dr. R. H. Lewis, of Kinston; Geo. T. Winston, of the University; Dr. Chas. E. Taylor, of Wake Forest; Rev. J. W. Holt, of Company Shops; I. L. Wright, of Thomasville; Miss M. E. Carter, of Durham; Miss Helen Betts, of Leaksville; Miss Ellen Parker, of Wilton; Mrs. Fannie C. Farinholt and Miss Maggie Conigland, of Warrenton; Lee T. Blair, of New Garden, and W. L. Poteat, of Wake Forest. *THE TEACHER* most cordially extends the hospitalities of its office to every teacher; and when you visit the Capital we hope you will come in and feel at home.

ABOUT OUR TEACHERS.

MR. J. W. BIVENS is teaching at Ames, Union county.

MISS CORA PITTS is teaching at High Point, Guilford county.

MR. C. L. HICKERSON is teaching at Wilkesboro, Wilkes county.

MISS MARY T. BARBER is teaching at Wilkesboro, Wilkes county.

MISS M. J. SORRELL is teaching near Averagesboro, Harnett county.

MRS. GENERAL JUNIUS DANIEL is teaching at Weldon, Halifax county.

MR. HENRY THOMPSON will assist in the High Point Classical Institute.

MR. JAMES V. MCCALL is teaching at North Catawba, Caldwell county.

MISS NETTIE CHAMBERLAINE is teaching at Buena Vista, Duplin county.

MISS MARY L. BATTLE has an excellent school at Lilesville, Anson county.

MR. J. L. BUTT, has opened a school at Campbell's Creek, Beaufort county.

MISS EMMA PARKER is teaching a private school at Weldon, Halifax county.

MISS JENNIE WHITLEY has taken charge of Keelsville Academy, Pitt county.

MISS KITTY HERMAN has opened a private school at Snow Hill, Greene county.

MISS KATE L. FERGUSON, of Wake, is teaching at Yatesville, Beaufort county.

MR. D. M. WASHBURN, JR., is still teaching at Grassy Creek, Mitchell county.

MR. J. M. BROWNING has re-opened his school at Holt's Academy, Alamance county.

MR. C. W. HEADEN is teaching in the public school at Beaumont, Chatham county.

MISS MARTHA WHITLEY has taken charge of Richland Academy, Beaufort county.

MISS JESSIE O. JONES has re-opened her school at Woodland, Northampton county.

MRS. W. R. SKINNER has a very prosperous school in Pink Hill Township, Lenoir county.

MISS IDA CHRISTMAS, of the New Bern Graded School, spent her holidays at Durham.

MISS MOLLIE DEWEY, of Greensboro Female College, spent her holidays in Goldsboro.

MISS M. N. STROUD, of Oakdale, is teaching at Patterson's School-house, Guilford county.

MRS. HARGRAVE and MRS. BARNES will teach the public school at Snow Hill, Greene county.

REV. I. L. CHESTNUTT, of Pitt county, has become editor of the *Watch-Tower* at Washington.

MR. JOHN C. McEWEN is teaching at Sutherland's, Ashe county. He has an enrollment of 73.

MR. D. L. ELLIS, of the New Bern Graded School, spent his holidays with friends in Johnston county.

MISS AMANDA WAGNER is teaching a thriving school at the Moss Hill School-house, Iredell county.

MISS HATCH and MISS RILEY have a private school and kindergarten at Asheville, Buncombe county.

MRS. YERROX has taken a position as instructor in German in the LaGrange Institute, Lenoir county.

MISS CORA A. THOMPSON has resigned as music teacher in the Clayton High School, Johnston county.

PROFESSOR E. P. MOSES, Superintendent of the Raleigh Graded Schools, spent his holidays in Goldsboro.

MISS ELLA KEELER has been elected teacher of the primary department in the Waynesville High School.

MR. W. T. WHITSITT now has charge of Highland School, Alamance county, and is doing excellent work.

MISS NANNIE SEXTON, of Dallas county, is teacher of music in the Franklin Academy at Lancaster, S. C.

MISS LULA TATE (Salem Female Academy, 1885) has a flourishing school near Morton's Store, Alamance county.

MR. JOHN J. BLAIR has been elected a teacher in the Winston Graded School in place of Mr. W. A. Blair, resigned.

PROFESSOR E. W. KENNEDY, Principal of the Durham Graded School, spent his holidays in Atlanta and New Orleans.

MISS MAMIE W. BARRETT, Principal of Franklinton Female Academy, is taking a course in elocution in New York city.

REV. L. B. WURRESCHKE and MR. JOHN MCCUISTON are teachers of the Moravian Boys' School at Salem, Forsyth county.

MISS LIZZIE NORVELL has a private school at Waynesville, Haywood county—the school includes a kindergarten department.

REV. P. M. TREXLER and MR. JERRY LIPPARD have a four months' school in the Arrowood Academy, Concord, Cabarrus county.

PROFESSOR W. A. BLAIR, of the Winston Graded School, was presented a beautiful gold-headed cane by his grade during the holidays.

MR. R. L. MADISON, a great-nephew of President Madison, has been chosen as Principal of the Shoal Creek High School, Swain county.

MR. G. W. BELK is Principal of Jackson Forest Academy, near Walkersville, Union county. He opened his spring term with 33 pupils.

MR. C. F. EDDINS, Principal of Franklinton High School, has been elected Superintendent of the Baptist Sunday-school at that place.

PROFESSOR W. A. BLAIR, of the Winston Graded School, has resigned his position for the purpose of pursuing his studies in the Johns Hopkins University.

MISS RENA BECKWITH is teaching in the Clayton High School, Johnston county. She has just completed a course of study in the Boston Conservatory of Music.

MRS. J. N. ATWATER, Principal of the Meadow Branch School, Chapel Hill, has removed her school to Durham. Her sister, Miss Gannon, will assist in the school.

MR. JOHN W. FLEETWOOD, A. B. (Wake Forest College), is still doing good work as Principal of the Grange High School at Woodland, Northampton county.

MR. JAMES S. PRIDGEN, of Goldsboro, has accepted the position of teacher of penmanship and book-keeping in the King's Mountain High School, Cleveland county.

MISS OCTA HARGRAVE, of Charlotte, is now associated with Miss Lucy Jurney in her school at Mooresville, Iredell county, as teacher of music, elocution and calisthenics.

REV. EDWARD WOOTEN has resigned as Superintendent of Public Instruction for Iredell county. He has accepted a call to the ministry of the Episcopal Church at Seaford, Delaware.

MR. D. M. WEATHERLY is Principal of the East Bend Union High School, Yadin county. The latest and most approved methods of instruction have been adopted in this school.

MR. W. K. BROWN has resigned his position as teacher in the sixth grade of the Centennial Graded School at Raleigh to accept the principalship of the Male Academy at Jasper, Alabama.

MR. W. V. SAVAGE (Wake Forest College), of Como, Hertford county, has been selected as teacher of the sixth grade in the Centennial Graded School, Raleigh, *vice* Mr. W. K. Brown, resigned.

PROFESSOR E. P. MOSES, Superintendent of Raleigh Graded Schools, now has his entire corps of teachers greatly interested in studying the history of the capital city from its earliest days to the present time.

MISS LIZZETTE C. BERNHEIM, former editress of *At Home and Abroad*, has accepted a place as teacher in Carolina Academy, a flourishing school about five miles from Pineville, Mecklenburg county.

PROFESSOR W. A. BLAIR has sold his school at High Point to Rev. J. H. Thompson, late Associate Principal of the Lexington Normal, and the school will hereafter be known as High Point Classical Institute. The barracks of the school were partially destroyed by fire a few days since.

MISS LIZZIE A. WHITE has kindly sent us a notice of the semi-centennial of Belvidere Academy on the afternoon of December 24, 1885. Hon. Thomas G. Skinner presided and Hon. J. W. Albertson delivered an address. Both of these gentlemen were formerly pupils in the school. This academy was established December 24, 1835, and always has been and still is a most excellent educational institution. Its influence has by no means been confined or limited to Belvidere and surrounding country, but it has extended far and wide. Some of those who have gone out from its walls have located in almost every State of our Union, and they have filled and are filling many of the useful and honorable positions in our American life. At this school they not only received sound mental training, but the healthful and elevating influences upon character were such as to aid in shaping their after-lives. It is a good school, and the community is an excellent one.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
 But now we have advanced so far that that style will not do;
 And blushing bride and happy groom, whose lonely lives are done,
 Say, with the parson's full consent, that one and one are one."

CAPTAIN W. H. HAND, Principal of Pine Forest Academy, Wayne county, was married December 23 to MISS ALICE GURLEY, of Wayne county.

Hand in Hand's and hearts united,
 We see them at the altar plighted;—
 May nothing that is cross or surley
 E'er vex or fret the late Miss Gurley.

PROFESSOR JAMES LEE LOVE, of the University of North Carolina, was married December 23, 1885, to MISS JULIA J. SPENCER, late teacher of Art in Peace Institute.

Love rules this court, this campus, grove,
 No passion is intenser;
 And joyful is the reign of Love
 With such a sweet dis-Spencer.

REV. I. L. CHESTNUTT, of Pitt, and MISS CLARA DIXON, of Greene, were married December 23, 1885, in the Christian Church at Hookerton. Both are teachers and were "Chautauquans" of 1885.

On a winter's night,
 While the stars shone bright,
 Friend Chestnutt departed for Greene;
 No care marred his pleasure
 As he thought of his treasure,
 Sweet Clara, the dearest e'er seen.

MISS FLORENCE L. CHASE, late a teacher in Claremont College, at Hickory, Catawba county, was married at White Bear Lake, Michigan, December 31, to DR. W. S. BRIGGS.

May winter winds and chilling storms
 Forever leave the Chase;
 While Heaven's zephyr gently warms
 These hearts with heavenly grace.

MISS JESSIE C. WINKLER, the popular and talented director of music in the Winston Graded School, was married January 19, to MR. WILLIAM O. SEMEMAN.

Music, sweet music, with Jessie as teacher,
 Now has an apt pupil for all time to come;
 May William and Jessie, made one by the preacher,
 Find music still sweeter in their own little home.

MISS ALICE TEMPLE, an accomplished Wake county teacher and a "Chautauquan" of 1885, was married January 20, to REV. C. M. MURCHISON, of Old Fort, McDowell county, also a "Chautauquan" of 1885.

In the days of Herod, it is said,
 The altar was to temple carried;
 Now Temple is to the altar led—
 And, stranger still—the Temple's married!

IN MEMORIAM.

"Death hath made a breach;"
 In love and sympathy, in hope and trust,
 No outward sign or sound our ears can reach,
 But there's an inward, spiritual speech
 That greets us still, though mortal tongue be dust.

"It bids us do the work that they laid down—
 Take up the song where they broke off the strain;
 So, journeying till we reach the heavenly town,
 Where are laid up our treasures and our crown,
 And our lost, loved ones, will be found again."

CAPTAIN W. G. WOOD, a graduate of Trinity College, and a teacher for twelve years in Western North Carolina, died at Wilkesboro on the 19th of December, 1885, in his 40th year.

MISS C. A. DAVIS, who has been teaching four years in Duplin county, died December 27, 1885. She was a faithful teacher and her death is lamented by a large circle of friends.

MR. JOHN J. BAGWELL, a most exemplary young man, and for some years a teacher in Wake county, died near Raleigh, January 9, 1886.

PROFESSOR JOHNSON DEBERNIERE HOOPER, late Professor of Greek in our State University, died at Chapel Hill, January 23, 1886. He graduated from Chapel Hill in 1831, and has been teaching ever since that time. He was at first Professor of Latin and French in his *alma mater* and afterwards taught at Littleton, Fayetteville and Wilson. The *News and Observer* says of him: "Professor Hooper was a life-long and devout member of the Protestant Episcopal Church, in every sense of the expression Christian gentleman, an accomplished scholar, especially in the classics, and French and English literature, and a writer of singularly pure and elegant style. Thousands will say of him when they hear of his death, 'he was one of the purest and best men I ever knew.' His life was Duty, his end Peace."

ABOUT NEW BOOKS.

[Any of the books here noticed may be obtained of Messrs. Alfred Williams & Co., Raleigh, N. C., at publishers' prices.]

WHAT A VAST number of new books are now coming from the enterprising presses of the country, of special interest and value to the teacher! Surely there is no reason why a teacher should be ignorant, surrounded as he is with so many delightful and instructive books which may be obtained at such reasonable prices.

MESSRS. GINN & Co., Boston, have added some very attractive books to their "Classics for Children." Ruskin's "King of the Golden River," 20 cents; Stickney's "Æsop's Fables, 40 cents; Walter Scott's "Talisman," 60 cents, are books which will commend themselves to all as capital supplementary readers. This house has also just published Mason's "New Third Music Reader," 35 cents, an excellent book of exercise songs with directions to teachers; Wentworth & Reed's "First Steps in Number," pupils' edition; Harding's "Greek Inflection, or Object Lessons in Greek Philology," price 55 cents; Beckwith's "Euripides Bacchantes," \$1.15; Montgomery's "Leading Facts in English History," \$1.12; Dyer's "Plato Apology of Socrates and Crito," \$1.00; and Ferguson's "Questions on Cæsar and Xenophon's Anabasis," \$1.25.

MESSRS. D. APPLETON & Co., New York, have an admirable scientific work by Professor Samuel G. Williams, "Applied Geology," which gives the industrial relations of geological structure, and the nature, occurrence and uses of substances derived from geological sources. Students of Homer will be glad to see the beautiful new "Lexicon of the First Three Books of Homer's Illiad," by Clarence E. Blake. The "Easy Lessons in German," by Adolph Dreyspring, will be a valuable introduction to the Cumulative method. A neat edition of Professor Sully's "Elements of Psychology with special applications to the Art of Teaching" (25 cents) ought to be in the hands of every teacher.

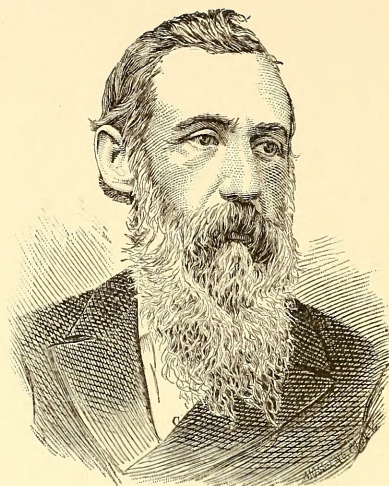
MESSRS. LEA & SHEPARD, Boston, have just published a work of interest to teachers—"Hints on Language in connection with Sight-reading and Writing in Primary and Intermediate Schools" (50 cents), by Professor S. A. Bent. The little book outlines a method of instruction in the lower grades which is meeting with the endorsement of prominent educators all over the country.

MESSRS. E. L. KELLOGG & Co., publishers of the "New York School Journal," issue No. 4 of their useful little "Reception Day Series." The book is filled with appropriate pieces for declamation, &c.; price 25 cents. Have you examined Tate's "Philosophy of Education?" Then send a dollar at once for a copy and you will be delighted with the book.

A BOOK OF GOOD school music is always a treat, and we specially commend the "Vocalist," by James E. Ryan. It is just from the presses of Messrs. A. S. Barnes & Co., and is intended for special use in social assemblies and graded schools, containing good selections from eminent composers, also a brief explanation of the system of instruction employed in the schools of Brooklyn, N. Y. Price, 75 cents; introduction, 60 cents.

CRAIG'S COMMON SCHOOL QUESTION BOOK is a most admirable aid to all teachers preparing for examination. It contains a very large list of questions and answers upon every subject in the common school course. Price, \$1.50. Mr. S. P. Seawell, Bensalem, N. C., has the book for sale.

MESSRS. ALFRED WILLIAMS & Co., Raleigh, N. C., announce in stock a splendid work for teachers of Primary Arithmetic—"Wentworth & Reed's Teacher's Edition of Primary Arithmetic." It provides teachers with a record of the work done in number in the primary schools of to-day. The work covers a period of four years, and it ought to be studied by every teacher. Price, \$1.50.



DR. RICHARD HENRY LEWIS,

PRESIDENT KINSTON COLLEGE, AND PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY.

DR. LEWIS WAS BORN IN EDGECOMBE COUNTY, N. C., DECEMBER 21, 1832. HE ENTERED THE UNIVERSITY IN 1848 AND GRADUATED IN 1852 WITH THE DEGREE OF A. B. THREE YEARS AFTERWARDS HE RECEIVED FROM THE SAME SOURCE THE DEGREE OF A. M. IN 1856 HE GRADUATED AT THE UNIVERSITY OF PENNSYLVANIA—MEDICAL DEPARTMENT. SOON AFTER GRADUATION HE COMMENCED TEACHING AND HAS BEEN A TEACHER NEARLY TWENTY YEARS. FROM 1856 TO 1869 HE WAS ENGAGED IN THE PRACTICE OF MEDICINE, FIRST IN EDGECOMBE COUNTY, IN THIS STATE, AND FOR SIX YEARS IN HALIFAX COUNTY, VIRGINIA. IN 1869 HE WAS ASSOCIATED WITH REV. R. H. MARSH AS CO-PRINCIPAL OF OXFORD FEMALE COLLEGE, IN THE BUILDINGS NOW KNOWN AS THE ORPHAN ASYLUM. FOR SEVERAL YEARS HE RECEIVED THE APPOINTMENT OF LECTURER ON PHYSIOLOGY AT THE UNIVERSITY NORMAL SCHOOL. HE WAS FOR A SHORT TIME CAPTAIN OF COMPANY K, FIFTEENTH N. C. REGIMENT, DURING THE CIVIL WAR. DR. LEWIS IS ONE OF THE MOST PROGRESSIVE AND SUCCESSFUL TEACHERS IN THE STATE. HE IS FOREMOST IN EVERY EDUCATIONAL ENTERPRISE TENDING TO THE ELEVATION OF HIS COMMUNITY AND THE STATE AT LARGE. HIS UNANIMOUS ELECTION BY THE TEACHERS, LAST JUNE, AS PRESIDENT OF THEIR ASSEMBLY, WAS A CORDIAL AND HEARTY ENDORSEMENT OF HIS MERIT, LIKEWISE HONORING HIM AND THE GREAT BODY OF HIGHLY CULTURED AND PROGRESSIVE EDUCATORS WHO HAD CHOSEN HIM AS THEIR PRESIDING OFFICER.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, FEBRUARY, 1886.

NO. 6.

[For The North Carolina Teacher.]

THE GREAT BATTLE.

BY MISS MARTHA MILLS, THOMASVILLE, N. C.

“Oh! teacher,” said a noble boy,
As I bade him shut the book,
(He had a fair, sunshiny face—
A bright, yet earnest, look);
“Oh! teacher, I wish that I had lived
In the wonderful days of old,
When there were famous victories,
And knights both brave and bold.

There are no battles now to fight,
And life is growing tame;
There are no tilts and tournaments,
No oracles of fame.”
“Oh! yes, dear boy,” I quickly said;
“There are armies in array,
And even a little boy may fight,
And victory gain to-day.

The hosts of Wrong are striving
Against the God of Right.
You are wavering on the battle-field;
Oh! join the ranks and fight—

Fight for truth and purity,
Fight for faith and love,
Fight for your own eternal life,
And for a home above.

Fight deceit and selfishness—
Avarice, envy, hate;
For if you serve them, eternal death
At last will be your fate.
The ranks of Wrong are glittering with
Earth's gold and jewels bright;
They offer the pleasures of sin and sense,
And gain to those who fight.

The other army glitters not;
Its rewards are greater far;
It has no gaudy flags and plumes,
For Love's its guiding star.
There are sacrifices to be made,
And hardships to endure,
If we wear its robe of righteousness,
So beautiful and pure.

Both leaders are calling for soldiers
To strive against the foe;
Both offering unto all rewards—
On which side will you go?
There are noble deeds that should be done;
The heroes, alas! are few;
The final victory might have been won
Had the soldiers all been true.

There are some almost deserting—
Afraid the foe to face;
And some are falling daily—
The young must take their place.

Brave knights are ever needed
In the great warfare of life—
Those who will firm and steadfast stand
In the thickest of the strife.

Many others are vacillating.
Whichever side you choose,
You will lead some soldier with you,
For this *none* can refuse.
The deeds of earthly heroes oft
Are forgotten when they die;
The world moves on and few, alas!
E'er breathe for them a sigh.

For the deeds they did in a moment
Win momentary applause.
Not so with those who fight for right—
Immortal is their cause!
Unto the soldier brave is given
The praise of the world to-day;
But to him who fights for God, a crown
That fadeth not away.

Is this not the greatest battle
E'er fought in any elime?
Do you think earth's noblest here
Had a cause half so sublime?

WHATEVER METHOD is pursued, the teacher should engage in the work earnestly, with genuine love for the children and determination to permit no personal consideration of time or trouble to stand in the way of their interests.—*Anonymous.*

[For The North Carolina Teacher.]

TEACHING SPELLING AND THE USE OF "A AND AN."

BY WASHINGTON CATLETT, PRINCIPAL CAPE FEAR ACADEMY, WILMINGTON,
NORTH CAROLINA.

In a recent number of an educational journal, some wise remarks were made upon the method generally in vogue of teaching spelling.

A little girl in a street-car, on her way to school, studying (?) her spelling, was overheard by a gentleman. The child seemed unconscious of what was going on around her as she rapidly repeated mechanically to herself the letters of certain words; and she seemed as totally unconscious of the meaning of what she was saying. This led the gentleman to find fault with that method of teaching spelling which required a child to commit to memory a combination of letters and stand up in class and repeat them, with no idea whatever of what they meant. I know that this system of teaching spelling has long been used by many respectable teachers; but it does seem that one might easily find fault with it as a lifeless, hollow method, where a child can get no mental pabulum, no awakening of thought. I have often heard children spell such words as *rhapsody*, *anarchist*, *eleemosynary*, *heterogeneous* and so on, and return to their seats as having learned a lesson in spelling, as having carried away with them a knowledge of words in the English language; but I feel confident in stating that any teacher who would flatter himself that he had done any good whatever to that class would be sadly deceived. This system, I think, should long ago have been abandoned.

I wish briefly to state a plan which I have pursued with some success, and which, although not new to many of my fellow-teachers, may be suggestive to others. And first, we must have suitable text-books; if not, then the teacher must arrange regular lessons for his class. The best book for the purpose that I know

of is "*Reed's Word Lessons*," for the primary and intermediate classes, and for want of a better one, the old "*Scholar's Companion*," for the higher classes. The lessons must have words in the most common use, which will gradually increase in extent of vocabulary. The meaning of the word must be learned with its spelling, and a sentence also is to be given to the pupil, embodying the correct use of the word. In the recitation of the lesson, the pupils should be required to spell and define the words orally, in order to teach them the proper pronunciation of the word. Then the class, being seated, should have a word give to them. Each pupil will write the word, its definition, and a sentence containing the word properly used. The teacher, after he has given a certain number of words, will go around his class and examine each slate. He will insist upon neat, careful writing. He will cause every mark of punctuation to be observed, as well as capitals properly used, and the sentence grammatically constructed.

By this method the pupil will not only learn how to spell words, but he will learn their definitions and correct use. The teacher can at the same time teach practically grammar, punctuation and composition. The pupil will have to spell many more words than the lesson contains, which the teacher can correct if necessary; and these words will be such words as he will have constant use for. But the pupil will "learn by doing" the use of *their* and *there*, and many such homonyms; and the teacher can correct that school-boy's favorite "*hafter*" for *have to*, and many other school-boy idioms with which teachers are familiar. By this method, teaching spelling is a living logical study, awakening thought in the pupil and giving him an enlarged systematic medium of expressing thought.

A few words now remain to be said upon the use of the adjective *a* or *an*. There is a large class of literary persons who prefer to use *an* before certain words which, according to a systematic use of the word, would require *a*. I refer to such expressions as *an union*, *an university*, *an one*, &c. Those who prefer such a use say they find themselves in good company. But whilst we must partly agree with Horace that in such usage we speak cor-

rectly, * * * * "Si valet usus Quem penes arbitrium jus et norma loquendi," still we teachers cannot be guarded by any such questionable argument; and although the custom of the best writers warrant some in using *an union*, &c., the best writers are often careless in preserving a uniformity in our language, and take pride in a certain affected use of expressions which they hope to render rhetorical or conspicuous by any abnormal phrase or construction. Whilst it is permitted to such writers to be so eccentric, it becomes a crime in any teacher to foster such a trifling with our very anomylous language. According to the philosophical, as well as the euphonic, law of our language, *a* should be used before words beginning with a consonant SOUND, and *an* before those beginning with a vowel SOUND. If I mistake not, ours is the only language with that consonant sound of the vowel *u*, for it is well known that *union*, *university* and such begin with the consonant sound *y*, whilst *one* has the consonant sound of *w*. The rule, as given us by those who have systematized the language of the best writers and speakers of English, is, that "*a* shall be used before *consonant sounds*, and *an* before *vowel sounds*, because it is easier to speak and also more pleasant to the ear."

This being the case, in spite of our pedantic assumption of keeping company with the best writers and speakers, we teachers must endeavor to teach our pupils to abandon as many abnormal expressions in our anomylous language as possible, and try to give order and logical uniformity to a language which the so-called best writers take unwarranted liberty with. The best writers and speakers are not the absolute safe guides to the writing and speaking of our language, but the philosophic student, the sifter of erndities, the systematic formulator of a logical construction of its expression, is more to be respected by our profession than all the best speakers and writers. Of course a genius must have elasticity to his language, but in stretching his language he must not add incongruities to it, for there are some things which even genius cannot take liberties with; and I do think that every scholar and literary man should endeavor to preserve order in his language, and for this reason alone, if for no other, should we

teachers instruct our pupils that such expressions as *an union*, *an university*, *an one* and the like are not admissible in elegant logical English, though met with in the writings of certain respectable authors. And we should rather endeavor to convince than blame those who persistently continue to preserve the irregularities of their language, rather than give their influence and example to the eradication of such incongruous expressions from it.

There is one use of *an* which seems irregular, and yet a close scrutiny of the sound of the letters may show the use not to be abnormal. I refer to the use of *an* before *historical*. It seems more euphonious to say *an historical account* than *a historical account*. At the same time we cannot admit such an expression as *an history*. It seems "easier to speak and more pleasant to the ear" to say *an historical narration*. But we can explain the seeming incongruity by observing that in *history* the accent being on the first syllable, *his'-to-ry*, the accented aspirate brings out fully the consonant sound; but in *his-tor'-i-cal*, the accent being thrown upon the second syllable, the aspirate in the first syllable is so softened as to almost neutralize it, and to require that liquid blending of *n* with the vowel to prevent harshness.

So this seeming anomaly is merely a paradox, and makes one long for that exquisite sense of harmony by which the Greeks were wont to mollify their mellifluent language. In combatting these usages, we teachers are overwhelmed with the difficulty of the work, for, as Trench says, "There are anomalies out of number now existing in our language which the pure logic of grammar is quite incapable of explaining."

We may add that, in tracing the history of the use of *a* and *an*, the original Saxon word was *ane*, *aen* or *ain*, of course meaning *one*. We also have the German *ein*, as *ein Maun*. It required the delicate ear of later speakers of English to adopt *a* before consonant sounds.

THE BEST rule that I can give for punctuality and attendance is to make the school a more desirable place than any other.—*Anonymous*.

[For The North Carolina Teacher.]

SHALL WE HAVE A CONVENTION OF HIGH SCHOOL TEACHERS?

BY JOHN ALLEN HOLT, OAK RIDGE INSTITUTE, N. C.

The writer of this short article has conferred with several of the leading educators, high school men and college men upon the advisability of having a meeting at some accessible point during the coming vacation, for the purpose of considering the status, needs and prospects of "Higher Education" in the State. The object of this writing is to invite comment, and to bring the subject prominently before our educators through the medium of THE TEACHER. It is hoped that every President, Principal of a school and Professor, who sees this will write THE TEACHER, giving his views as to whether good may or may not be accomplished by such a gathering, and signify his willingness to attend.

With the permission of THE TEACHER and the reader, I desire to say a few things by way of introduction to the subject.

For some five years there has been such an educational revival in North Carolina as we have all been proud to see. The University has, under Dr. Battle's careful and judicious leadership, been brought forward to a rank scarcely second to any Southern University; the church schools are doing fine work, and every high school from the old established land-marks, down to the neighborhood efforts, has been full to overflowing and highly successful, at least, as to numbers. The schools have had the confidence of the people. The profession of teaching has gathered to itself an honorable and intelligent body of men who have decided to make the schools of North Carolina as good as any in the Union. To do this will require unity of effort and a mutual understanding. To get this there must be a gathering of those engaged in the work, that there may be consultation and interchange of ideas, &c. We owe it as a debt to the public to give them bread and not a stone.

"Higher Education" in this State needs this Assembly that the colleges and preparatory schools may better understand each other;

that their courses of study may be arranged to their mutual advantage; that teachers of each may come into friendly contact; that, through personal intercourse, they may regard each other with less distrust; that they may fix a standard of requirement for entrance to college classes, and that there may be some common goal, so far as college courses go, and high school courses of study tend. All these questions and many more, readily suggesting themselves, may be discussed. The high schools might be greatly helped. They have a community of interest, a common object, and the results reached should be more uniform than they are at present. The principals need to know each other better and to love each other more; they need to find out that they are not enemies, but friends working in a common cause towards a common end. Methods could be discussed, an approximate line "between a, b, and A. B." could be surveyed and marked out beyond which it is not judicious to go; and a thousand other things that do not need my suggestion to intelligent teachers could properly be the subject of interest and investigation at such a convention.

Our teachers have done excellent work in the yearly gatherings of the public school teachers at the normals and elsewhere. Let us have a distinctive meeting of our own with a specific purpose—with addresses, discussions, &c., to last four or six days, and if preferable, let us have it in connection with the Teachers' Assembly at Black Mountain.

I do not pretend to originality in this idea. If I am not mistaken, it is due to Dr. Battle, though President Heitman, of Trinity, and Maj. Bingham, as well as others, have discussed the matter favorably with me. I only know that during my work, now for eleven years in North Carolina, I have again and again felt the need and inspiration of contact with teachers in my own line of work, and I know this need is felt by all to a greater or less extent. To feel that we were all but separate divisions of one great school, linked to each other in nice and friendly relations, would of itself be an inspiration to better work that we can never hope to have with the straggling, detached, aimless and systemless plan at present obtaining in our State.

AFTER SCHOOL.

Few practices of otherwise good teachers are so defenceless as "keeping pupils after school." The habit once acquired is almost as difficult to break as any vicious tendency of life. We have heard no good argument in its favor. All progressive teachers, most supervisors, all normal schools, all pedagogical literature, all physicians, are arrayed against the practice, and yet some teachers cling to it with exasperating tenacity. With rare exceptions it is a failure as a punishment. It is vicious to have the pupils feel that they can afford to be idle, lazy, or playful in school hours, and make up for it at leisure afterward. The air of the school-room at such a time is unfit to breathe. The liability to disarrange home plans, to the annoyance of parents, should be considered, for the parent has rights that the teacher is bound to respect. The teacher owes a duty to her school, as a whole, which requires absolute, immediate rest from work when school closes. Those teachers who argue that they cannot get on without it should remember that any other teacher would take her school and get as good results as she has without such vicious practice, and that if she would only acquire the art she might do it herself. Viewed in the most favorable light, it testifies against a teacher to keep her pupils after school.—*Exchange.*

[For The North Carolina Teacher.]

A WORD TO THE TEACHERS.

BY JOSEPH MOORE, LL. D., NEW GARDEN, N. C.

What I now have to say must be more of the nature of a friendly letter than in the discussion of any special subject connected with our work. I see by the Christmas number, that "THE TEACHER is now read by nearly five thousand North Carolina teachers." It must be gratifying to the editor and publishers to be able to make this statement. It speaks well for the

interest we take in our profession. I say *profession*, for while many, no doubt, are merely in the work temporarily, as a means of earning something or as a stepping-stone to (most likely) some *lower* calling, yet many, no doubt, have adopted teaching as their profession. They look upon their work as worthy of the best strength and talent they can give it, and all they have they gladly give that they may ever *be* their best and *do* their best. The respect and honor paid to our profession will depend, as in other departments of work, on the character of those engaged in it and on the kind of work they do.

It is not a *very* rare thing for some people to think and even say, "nobody but a teacher." Now the extent to which people may be disposed to say this must depend mainly on ourselves. If *we* do not respect our profession, if we do not study it, if we do not lend our energies to be among the first in ability and efficiency, if we do not take THE TEACHER or some other educational paper that we may know the progress which the country is making in our line of work, how can we expect the other professions to respect us or honor our work as they should honor the work of every true teacher? You of the five thousand who read THE TEACHER, get others to take it, not so much for the good of the publishers as for their own good, the good of their schools and consequently the good of the State.

People often say "he is nothing but a common farmer" (it is not much credit to the people who say it, but then they do say it, nevertheless). Now if farmers were on an average about the most intelligent and best informed people we have, if they took an agricultural paper or two, cultivated the soil on a common-sense principle, so as to constantly improve it, then people would look up to the business and to those who are engaged in it. Then would farmers do far more for themselves and for the community in general. The physician who is worthy of our confidence is the one who keeps constantly abreast of the best thought of the best men in his line of work. Such men are always elevating the profession of medicine and making quackery appear at a discount. So, my associates, it is for us to "magnify our office" not by boasting about it, but by giving it a respect worthy of it, by

taking an honest pride in it and by getting more first-class minds to work in it.

How many of the five thousand readers of *THE TEACHER* love their work and their pupils? How many see vastly more in what they are to do than the too often meagre financial reward? Do you really know that your character will in greater or less degree shape the character of every child under your charge? Are you thinking of the child more than of yourself? Do you know that the home education of many youth is neglected to such an extent that unless they learn their duty to society, and country and God from you, they will never learn it as they should? Have you the power to wake up mind, to create a thirst for knowledge, to stimulate youth to form noble ideals of character? If you have, then you do not envy other people their opportunity to do good, and may I take it for granted that we have all risen to the height of that desire?

OVERCOME, NOT REMOVE DIFFICULTIES.

Teachers should remember that it is not their business to remove difficulties from before their pupils, but to teach them how to overcome them. The mental discipline furnished by a determined effort on the part of a pupil to surmount obstacles in the path of his progress constitutes the best part of his education. In fact, the interest of pupils cannot be kept up in any other way. The more you work for them, the more their enthusiasm will flag, until at last they become totally passive, putting forth no earnest effort whatever. On the contrary, the more they do for themselves, the more they wish to do, until their triumphant progress from one success to another fills them with an enthusiasm which stimulates to higher effort and more earnest endeavor. They will then be truly educated, not in the doing of a few things by set rules or formulæ, but intellectually developed—educated in the fullest sense of the word, their mental activities quickened, and all the faculties of their being brought into perfect harmony.

—*Journal of Education.*

[For The North Carolina Teacher.]

LUCK AND PLUCK.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

Luck and Pluck were twin brothers. They bore so strong a resemblance to one another that one was often mistaken for the other, especially by persons who took no pains to note the minute but really marked points of difference between them. Luck was far more fortunate than his brother, but nothing like so trustworthy and, in the long run, so serviceable. Luck seemed in many cases lawless, and if he had any partiality it was in favor of fools. But he was not only lawless and wayward but tricky and dishonest. He would often claim as due to himself what his brave and faithful brother had done; the great and good things which Pluck had achieved. Those who depended on Luck were often disappointed; for among his other characteristic qualities Luck was proverbially inconstant and capricious, and he was apt to fail or forsake those, at the critical moment, who depended upon him. But Pluck was always equal to the occasion, and this was one reason why his work was so often credited to his uncertain and deceitful brother. Luck was very bold of speech, and often promised what when the time came he could not or would not perform. It was remarked of those who depended on Luck that the only thing they were certain of was to come to grief at last; but that Pluck, on the contrary, often accomplished more than reasonable people, especially timid people, supposed possible. Luck often claimed the credit of great successes with which he had really nothing to do; but which were in fact altogether due to the timely presence and ready enterprise of his brother.

When Julius Cæsar stood on the banks of the Rubicon, which constituted the boundary line of his province, there was a great question, whether or not he should cross it and invade the Roman territories or draw back. Luck always vehemently affirmed that the decision which led to all the after greatness of the foremost man of all time was due to him. It was really the inspiration of his brother. His brother indeed had great weight with Cæsar, and as his most trusted counsellor, suggested his line of action

not on this occasion only but in all the great emergencies of his life. What deserves to be particularly remarked, however, is, that while Luck so often and persistently claimed the sole honor of what his brother had alone effected, yet they very often worked together in perfect accord and when they could be prevailed upon to make common cause, in any instance and in any enterprise, it was sure to be perfectly successful.

In some instances, Luck and Pluck appear to have been declared antagonists. To the end of his life, Christopher Columbus, to whom the world owes more than to any other man of his time, was treated with studied neglect and cruelty by Luck, whose most malignant blow was to transfer to Amerigo Vespucci the crowning honor which of right belonged to the ill-fated but all-deserving Genoese. When all others were ready to turn against him, Pluck stood by the dauntless and pious hero under all mischances, and did not desert him even when the mutinous seamen threatened to return to Spain.

In the life of the great hero of our own country, Washington, when Luck seemed to have abandoned him forever, just before the crossing of the Delaware and to Valley Forge, Pluck came gallantly to his aid, and under the favor of Providence, in spite of all that Luck could do against him, Pluck carried him to the glorious termination of his well-nigh hopeless undertaking.

Luck, in addition to being an impudent liar, is an arrant coward. When he sees a man going down, he is certain to give him a kick. Pluck was rarely, if ever, wanting to Napoleon, but Luck deserted him openly after the ill-starred expedition to Russia. He gave him very expressive tokens in that disastrous campaign that he could not be relied on to help him in his time of need, as he had so often done before; and at the battle of Waterloo, the most critical juncture in his whole career, turned his back upon him in the face of all the world, never more to come to the rescue. Some there were uncharitable enough to maintain that Luck and Pluck were equally wanting to him when he hurried back to Paris and left

A name at which the world grew pale,
To paint a moral and adorn a tale.

WHAT TO DO WITH THE BEGINNERS.

Try to find something for the little ones to do—something suited to their abilities. They can learn words and hunt out the known from the unknown words on the chart. They can use a pencil nicely on the slate or blackboard. They can copy spelling or reading lessons. They can hunt for pictures and can learn to study pictures, to tell you all about what they see in them. They can count and combine numbers. They can listen to stories, tell stories too. They can play. They can sing. They can use an extra recess to advantage. They can sit quiet for a short time. They can get a lesson, if it is one they know how to get, and one in which they have some interest. They can get into mischief if there is nothing else provided for their occupation. Treated kindly and reasonably, they are usually obedient, glad to do what they are directed to do, pleased in doing right. They come to school with intentions of being good, and if they have a fair chance they will succeed. Treat them as though they had some sense, some feelings, some rights, and they will prove themselves worthy of appreciation.—*Col. Parker.*

EDUCATIONAL NOTES.

MONROE, Union county, has six schools.

GREENVILLE PUBLIC SCHOOL, Pitt county, is in charge of Miss Sadie Short.

FAIRVIEW ACADEMY, near Gibsonville, Guilford county, is in charge of Mr. Victor York.

JOHNS HOPKINS UNIVERSITY, Baltimore, has seven of our North Carolina boys this session.

NORWOOD HIGH SCHOOL, Stanly county, has been reopened with Maj. L. D. Andrews as Principal.

THE WASHINGTON GAZETTE wants a graded school in Washington, Beaufort county. May it soon have one.

FRIEDEN'S ACADEMY, near Gibsonville, Guilford county, is in charge of Rev. J. L. Buck, and is doing well.

RICHLAND ACADEMY, Onslow county, is ably managed by Mr. Wade Kornegay, a graduate of Wake Forest College.

WAKE FOREST COLLEGE has recently received from a friend at the North \$10,000—a contribution to its endowment fund.

BETHEL ACADEMY, Pitt county, Prof. Z. D. McWhorter, is in a highly prosperous condition, having an enrollment of eighty.

ALBEMARLE ACADEMY, Stanly county, Professor H. W. Spinks, Principal, has opened with an enrollment of nearly 100 pupils.

RALEIGH CENTENNIAL GRADED SCHOOL, Professor E. P. Moses, Superintendent, has enrolled 784. The largest school in the State.

BUSH HILL HIGH SCHOOL, Randolph county, Messrs. Tomlinson & Hollowell, has opened its spring session with flattering prospects.

THE MURFREESBORO *Index* announces that Mr. J. H. Picot will take charge of the Academy at Winton, Hertford county, next fall.

THE PUBLIC SCHOOL-HOUSE in District No. 1, Cedar Fork township, Wake county, was destroyed by fire about the first of February.

HAW RIVER ACADEMY, at Bynums' Factory, Chatham county, is in charge of Misses Mattie and Cora Atwater, and is doing well.

GOLDSBORO GRADED SCHOOL, Professor E. A. Alderman, Principal, now has an enrollment of 591, with an average attendance of 412.

PIEDMONT SEMINARY for males and females at Lincolnton, Professor D. Matt. Thompson, Principal, is just completing a handsome school building.

COWEE HIGH SCHOOL, Macon county, under the supervision of Professor A. D. Farmer, is daily increasing in numbers, and is one of the best schools in the west.

HAMILTON INSTITUTE, Martin county, under the efficient management of Professor L. T. Buchanan, has begun its spring session with 90 pupils and three teachers.

ALL THE LENOIR COUNTY SCHOOLS, both private and public, are doing well. And there will be a large representation of teachers from this county at next Assembly.

MAJOR FINGER, the State Superintendent of Public Instruction, delivered an address upon "The Education of Colored People of the South," at Washington city on the 23d instant.

AURORA ACADEMY, Beaufort county, is still under the management of Professor R. T. Bonner, assisted by Miss Martha Whitley in the Literary Department and Mrs. A. G. Lane in Music.

WINSTON GRADED SCHOOL, Professor J. L. Tomlinson, opened its library on the 9th of February with fifteen hundred volumes, valued at \$2,000. About 700 persons attended the opening.

ASHEVILLE NORMAL SCHOOL will be superintended this summer by Professor E. A. Alderman, Principal of the Goldsboro Graded School. This is a good selection and one that assures a successful and profitable session of the school.

YADKIN MINERAL SPRINGS ACADEMY, at Palmersville, Stanly county, under the supervision of Professor E. F. Remy, has an enrollment of 75 pupils. Miss B. Hankius, of Lexington, has accepted the position of music teacher in this institution.

OAKDALE ACADEMY, Alamance county, has an enrollment of nearly one hundred students. Both rooms of the main building have recently been furnished with patent lock desks, etc. Present prospects indicate that this institution is on a more solid basis than ever before.

A NEW DISTRICT SCHOOL has been established in South Greensboro, under the management of Mr. R. A. Foard (Uni-

versity of North Carolina), a scholarly and experienced teacher, assisted by Miss Mary Matthews. Seventy-five pupils were enrolled on the opening day.

THE FIFTH EDITION, 30th thousand, of Moore's School History of North Carolina is now ready for delivery and the publishers, Messrs. Alfred Williams & Co., are rapidly filling the great number of accumulated orders. This History is growing in popularity with our teachers.

KINSTON COLLEGE, up to date (February 25th), has enrolled 163 pupils for the current session. Representatives are enrolled from the counties of Beaufort, Carteret, Craven, Dare, Greene, Jones, Lenoir, Onslow, Pamlico, Pitt, Wake, Washington, Wayne, and from Florida and Virginia.

THE LENOIR COUNTY TEACHERS' ASSOCIATION keeps up its regular monthly meetings. The new officers are: Professor H. C. Bowen, of the Graded School, President; Professor Thomas R. Rouse, of Kinston College, Vice-President; and Professor George E. Grimsley, Superintendent Graded School, Secretary.

ROCK SPRING SEMINARY, for males and females, at Denver, Lincoln county, is officered by the following able corps of teachers: Mr. Jas. F. Brower, A. M. (Trinity College, 1878), Principal, assisted by Mrs. J. F. Brower, Mr. Austin C. Sherrill and Mrs. C. S. Rozzelle. It has an enrollment of 132, and is doing good work.

FREDONIA INSTITUTE, for males and females, at Jackson Hill, Randolph county, is still under the able principalship of Mr. W. C. Hammer. He is assisted by Mr. R. L. Adderton, in the intermediate department; Mr. W. R. Lowdermilk, in English language; and Mr. Geo. W. Allen, in penmanship. The attendance is larger than at any previous time in the history of the school.

SMITHFIELD COLLEGIATE INSTITUTE for males and females will commence its first session at Smithfield, Johnston county, on the 1st of March. Professors Ira T. Turlington, Ph. B. (University of North Carolina), and J. L. Davis, A. M., are the princi-

pals. Both of these gentlemen are competent and experienced teachers and we predict they will establish a school which will be a pride of the county.

MESSRS. ALFRED WILLIAMS & Co., Raleigh, are now manufacturing a very handsome line of Calisthenic apparatus specially for North Carolina schools. The material for the wands and dumb-bells is our beautiful North Carolina yellow pine, thoroughly seasoned and in every way adapted to the purpose. This furniture is much cheaper and prettier than Northern manufacture, and North Carolina schools will like it.

THE BLAIR EDUCATIONAL BILL, now before Congress, appropriates seven millions of dollars the first year, ten millions the second, fifteen millions the third, thirteen millions the fourth, eleven millions the fifth, nine millions the sixth, seven millions the seventh and five millions the eighth. The money is to be distributed among the States and Territories on the basis of illiteracy, and no State or Territory is to participate in the benefits contemplated by the bill that does not provide a system of free schools. This, it is understood, does not operate against separate schools for white and colored children. The bill will probably become a law.

GIVE A CHILD A PENCIL.

Prof. Winter delivered a lecture before the Philosophical Association of Brooklyn, E. D., lately, on "Let the Child have the Pencil." He said it was a commonly accepted idea that drawing was a mere accomplishment, and that it should be abolished from the schools because of its expense. He demonstrated upon the blackboard the utility of drawing as a practical help in conveying ideas. Before the pyramids were built, their designs were sketched upon papyrus; before a railroad could be built, a plan had to be laid out with the pencil. Let the child learn the one universal language—the art of designing. In one year a child could learn to make designs of its own. All progress was at the end of the pencil.

OUR PUBLIC SCHOOLS.

PARTIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

OFFICE OF SUPERINTENDENT PUBLIC INSTRUCTION,
RALEIGH, N. C., February 20, 1886.

To His Excellency, A. M. SCALES,
Governor of North Carolina:

SIR:—While I am required to make only biennial reports, I deem it proper now to state to your Excellency briefly some facts connected with the operation of the public school system during the year ending November 30th, 1885, and to compare that year with the preceding year. The following comparative statistics will serve to give, at least, a general insight into the progress we are making, and, I trust, will be of public interest. In arriving at these figures, in all cases in which the reports for either year were not full, because of the failure of County Superintendents and County Treasurers to report, I used the reports of the year next preceding. In this way, while for a few counties there is not accuracy, the approximation is so near to the truth, that the figures can be relied on.

It will be observed that there was an increase in the receipts from ordinary taxation amounting to (\$51,693.38) fifty one thousand six hundred and ninety-three $\frac{38}{100}$ dollars, and that there was a corresponding increase in the average length of school terms of about one week for both races.

It will be noticed also, that the census, enrollment, and average attendance increased very nearly the same.

Out of 530,127 children between the ages of six and twenty-one, 298,166 attended the public schools last year. If we would

add to this the number in private schools within the school age, the whole number attending school would probably be increased to 320,000. When we consider the fact that quite a large number of small children within the school age do not go to school, and that quite a large number of older ones drop out of school before they reach the age of twenty-one, the fact appears that a very large proportion of the children are getting at least some education.

One of the lamentable considerations is that so many of the poorest people do not avail themselves of the facilities afforded them. If influential men in the respective neighborhoods would encourage such people by advice and otherwise, many could be induced to send their children to school. Both the Normal School and Institute statistics show larger attendance and imply, what is the truth, that the teachers are improving. Our Normal Schools and County Institutes and the Teachers' Assembly are inspiring the teachers with a higher ideal, and are doing great good.

While quite a number of school-houses have been built during the year, the figures show that the valuation of school property is very small, and that the State is sadly deficient in this item of prime importance. The statistics on this subject do not include graded school property. Many of the graded schools have excellent, well-arranged and well-furnished buildings.

The whole amount of money raised by ordinary taxation in 1885 was (\$631,904.38) six hundred and thirty-one thousand nine hundred and four dollars and thirty-eight cents. This amount does not include at least a part of the funds raised under authority of special acts of Assembly in support of graded schools. The system of reporting is such that it is impossible in some cases to separate these special funds from the general fund.

I have not been able to get full statistics of the graded schools, but I can safely state that these schools are managed by live, progressive men, both as to their local boards and superintendents, and that they are doing great good.

Upon the whole, our educational outlook is encouraging in every aspect except one. There is not enough money applied to

meet the constitutional obligation of four months' schooling. The Supreme Court has recently declared unconstitutional two statutes which had for years been relied on to increase our revenues. Section 2590 of The Code, as amended by Laws of 1885, is now valid only within the limitations of \$2.00 on the poll, and 66 $\frac{2}{3}$ cents on \$100 of property. This fact will render it impossible in most counties for the County Commissioners to levy an additional tax to continue the schools four months. The next Assembly will therefore have to consider the question whether the school fund shall be increased by increasing the general levy in the school law, or whether the obligation for four months' schooling shall not be complied with.

The Local Assessment Act being declared unconstitutional, is not understood to interfere with the graded schools operating under special acts of Assembly; but that question will probably be brought to the Supreme Court, and, as most of the graded schools are interested in it, the decision will involve serious consequences.

In many of the counties most excellent Boards of Education have been selected. Wherever this has been done, and they have active superintendents to execute their commands, the school interests have advanced. As so much depends upon the county school officers, I desire heartily to thank such boards, superintendents and treasurers as have promptly, efficiently and accurately discharged their duties.

Very respectfully, your obedient servant,

S. M. FINGER,
Supt. Public Instruction.

COMPARATIVE SCHOOL STATISTICS 1884 AND 1885.

Receipts for year ending Nov. 30, 1885.....	\$631,904 38
Receipts for year ending Nov. 30, 1884, not including \$59,943.14	
from State Treasury.....	580,311 06
Increase during 1885.....	\$ 51,693 32

CENSUS FOR 1885.		CENSUS FOR 1884.	
Whites	330,890	Whites	321,561
Colored	199,237	Colored	193,843
Total census, white and colored, for 1884.....		515,404	
" " " " " " 1885		530,127	
Increase during 1885.....		14,723	
" of whites during 1885.....		9,329	
" of colored during 1885.....		5,394	

ENROLLMENT FOR 1885.		ENROLLMENT FOR 1884.	
Whites	185,225	Whites.....	170,925
Colored.....	112,941	Colored.....	113,391
Total enrollment, white and colored, for 1884.....		284,316	
" " " " " " 1885		298,166	
Total increase during 1885.....		13,850	
" of whites during 1885.....		14,300	
" decrease of colored during 1885.....		450	

AVERAGE ATTENDANCE FOR 1885.		AVERAGE ATTENDANCE FOR 1884.	
Whites	115,092	Whites	106,316
Colored.....	70,486	Colored.....	66,679
Total average attendance, white and colored, for 1884.....		172,995	
" " " " " " 1885.....		185,578	
" Increase during 1885.....		12,583	
" Average increase of whites during 1885.....		8,776	
" " " " colored " "		3,807	

	Whites.	Colored.
Average length of school terms for 1884.....	11½ weeks.	11¾ weeks.
" " " " " " 1885.....	12½ "	12½ "

	Whites.	Colored.
Average salary per month for 1884.....	\$ 24.16	\$ 22.06
" " " " " " 1885.....	25.75	23.30

Number of counties that held Institutes in 1884	31
“ “ “ “ “ “ “ “ 1885	36
“ “ Institutes held for whites in 1884	30
“ “ “ “ “ colored in 1884	25
“ “ “ “ “ whites in 1885	54
“ “ “ “ “ colored in 1885	43
Number of whites that attended Institutes in 1884	980
“ “ colored “ “ “ “ “ “	561
“ “ whites “ “ “ “ “ 1885	1,338
“ “ colored “ “ “ “ “ “	809
Total attendance, white and colored, 1884	1,541
“ “ “ “ “ “ 1885	2,147

Number of whites who attended Normal Schools in 1884	1,002
“ “ “ “ “ “ “ “ 1885	2,040
“ “ colored “ “ “ “ “ 1884	572
“ “ “ “ “ “ “ “ 1885	681

VALUE OF PUBLIC SCHOOL PROPERTY 1884.

White (85 counties)	\$344,510 35
Colored (84 counties)	138,581 63
Total white and colored for 1884	\$483,091 98

VALUE OF PUBLIC SCHOOL PROPERTY 1885.

White (90 counties)	\$398,099 29
Colored (85 counties)	167,860 93
Total white and colored for 1885	\$565,960 22
Increase in 1885 over 1884, white	\$53,588 94
“ “ “ “ “ colored	29,279 30
Total increase white and colored	\$82,868 24

NUMBER OF SCHOOL HOUSES IN 1884.

White, in 90 counties	3,279
Colored, in 84 counties.....	1,463
<hr/>	
Total white and colored in 1884.....	4,742

NUMBER OF SCHOOL HOUSES IN 1885.

White, in 89 counties	3,395
Colored, in 84 counties.....	1,561
<hr/>	
Total white and colored	4,956
Increase in whites in 1885.....	116
“ “ colored in 1885.....	98
<hr/>	
Total increase white and colored.....	214

NUMBER OF SCHOOL DISTRICTS IN 1884.

Whites, in 92 counties.....	4,423
Colored, in 92 counties.....	2,212
<hr/>	
Total white and colored in 1884.....	6,635

NUMBER OF SCHOOL DISTRICTS IN 1885.

White, in 92 counties	4,696
Colored, in 92 counties.....	2,156
<hr/>	
Total number white and colored in 1885.....	6,852
Increase in whites in 1885.....	273
Decrease in colored in 1885	56
<hr/>	
Total increase in 1885 over 1884.....	217

IN THE SCHOOL-ROOM.

SIR WALTER RALEIGH AND VIRGINIA DARE.

FOR DECLAMATION.

BY THE LATE HONORABLE JOSEPH W. HOLDEN, OF RALEIGH.

The name of the city of Raleigh awakens a long train of far-reaching associations. It summons from the placid deeps of the past the memory of a grand and gallant hero, the towering shade and central figure of England's golden Elizabethian age; it evokes, in quiet majesty, the form of SIR WALTER RALEIGH, the statesman and soldier, the sailor and courtier, the poet and philosopher, the chemist and historian, and the martyr, in the cause of human freedom. On him, it was once said, the old world gazed as a star! while from the new, where crystal cliffs of Mt. Raleigh, amid the solitudes of arctic seas, shimmer beneath the aurora's rays, the reflection of his fame flashed back! flashed over old ocean's wrinkled wastes three centuries ago, when the keels of his intrepid fleet first cleft the inland waters of the hemisphere which we now inhabit.

Here, too, on the soil of North Carolina, he built a monument of enduring fame, for here he planted the new home of the Anglo-Saxon race; and here, among the vines and flowers of our eastern shore, where the breath of spring is filled as of old with the perfume of blossoms and the cool forests are still made harmonious with the carols of innumerable birds, in a land whose loveliness fires the imagination and enchants the heart, he laid the foundation of a colony destined by lofty fate to imperishable renown, and gave to it, the island city of his hopes in those distant years, the glorious name which has been so often uttered here, the name of the city of Raleigh.

Let us then, for a moment, roll back the chilling tide of the fast-flowing decades, and listen amid the rising notes of triumph over toils forgotten and sufferings ended, to the weird story of the fate of our scarce-remembered mother city. It was a lonely settlement on a wild and stormy coast, the sole habitation of civilized man from the circle of the Hesperides to the Pole. One hundred and fifty persons made up its devoted band of pioneers, who had faced the terrors of ocean, the invisible fevers of the land, the starvation of the wilderness and the implacable malice of treacherous foes; and who, finally, faced an unknown and mysterious doom, whence no record has been rescued from the tombs of eternity.

By the spell of this story the words of the historian have ever thrilled into tender and mournful harmony, for into the midst of that unhappy city there came one whose name has grown into a household word—a babe, the first sweet, lily infant of our English mother, born on American soil, a heavenly gift, a merciful memory from the skies! VIRGINIA DARE, the first-born citizen of the first city of Raleigh, the first free-born citizen of a land consecrated to freedom forevermore!

And, therefore, may we not now, with this memory in our hearts, indulge our fancy with a dream, as all have sometimes dreamed, that if there be a tutelar divinity which guards the grove, the fountain and the hill, that surely from the balmy arc of this bright morn'g, somewhere among the shadows of yon floating, fleecy clouds, clothed in the thin radiance of the stars, the spirit of Virginia Dare looks down to watch o'er our second city of Sir Walter Raleigh, which is alone, since her translation to ethereal realms, the true daughter of the island city that was blessed three hundred years ago with the brightness of her natal morning! Aye, it is well thus to dream, and to believe, and to consent, in variance with the callous scepticism of the hour, to the presence of so pure, so gentle, so angelic an ideal in our homes! Virginia Dare! Virgin child of a virgin land! May thy spirit watch o'er our thresholds and guard our hearth-stones with unfaltering love!

And yet, forever, methinks beside her form there stands another shade, dissimilar but inseparable, rising from the placid deeps of the past in serene and tranquil majesty. It is the martyr and the babe, the statesman and the child, the poet and the angel of his song. It is the oak and the vine—the English oak and the Carolina vine—the vine, whose trailing tendrils wander among the branches of our City of Oaks! It is more. It is the Virgin and the hero! Oh, then let this be our prayer, that the fame of the spotless purity of Virginia Dare may remain a memento to the unsullied sweetness of the maidens of the city of Raleigh, and that the memories of Sir Walter's virtues and his achievements may stir the hearts of our young men, as with a bugle blast, to emulate the deeds of him whose name is perpetuated by the city of their nativity!

THE HEART MUST SPEAK.

BY HORATIUS BONAR.

Thou must be true thyself,
If thou the truth wouldst teach;
Thy soul must overflow, if thou
Another soul wouldst reach:
It needs the overflow of heart
To give the lips full speech.

Think truly, and thy thoughts
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a truthful seed;
Live truly, and thy life shall be
A great and noble creed.

THE FIGURE NINE.

You cannot get rid of the figure nine by multiplication, and scarcely by any method. Whatever you do it is sure to turn up again, as was the boy of Eugene Aram's victim. One remarkable property of this figure (said to have been first discovered in 1794) is, that all through the multiplication table the product of nine comes to nine. Multiply by what you like, and it gives the same result. Begin with twice nine, 18; add the digits together, and 1 and 8 make 9; three times nine are 27; and 2 and 7 are 9. So it goes on, up to eleven times nine, which gives 99. Very good; add the digits; 9 and 9 are 18, and 8 and 1 are 9. Going on to any extent, it is impossible to get rid of the figure nine. Take a couple of instances at random. Three hundred and thirty-nine times nine are 3,051; add up the figures and they are nine. Five thousand and seventy-one times nine are 45,639; the sum of these digits is 27; 2 and 7 are 9.

WARM SPRINGS.

The Warm Springs in Madison county, North Carolina, are thirty-six miles from Asheville, and within six of the Tennessee line. Of the Springs themselves there are some half dozen, but the largest is covered with a house, and divided into two equal apartments, either one of which is sufficiently large to allow of a swim. The temperature of the water is one hundred and fifty degrees, and it is a singular fact that rainy weather has a tendency to increase the heat, but it never varies more than two degrees. All the springs are directly on the southern margin of the French Broad; the water is clear as a crystal, and so heavy that even a child may be thrown into it with little danger of being drowned. As a beverage, the water is quite palatable, and

it is said that some people can drink a number of quarts per day, and yet experience none but beneficial effects. The diseases which it is thought to cure are palsy, rheumatism and cutaneous affections; but they are of no avail in curing pulmonic or dropsical affections. The Warm Springs are annually visited by a large number of fashionable people from all the Southern States.—*Linman's Letters from the Alleghany Mountains.*

REPLY TO "QUERY."

In THE TEACHER for January, "Helen" wishes to know how "like" should be parsed in the following sentence:

"Photography is the art that enables commonplace mediocrity to look like genius."

I would have my pupils to parse "like" as an adjective, belonging to "mediocrity." Like—similar (to) genius.

I noticed in THE TEACHER for December a sentence parsed by C., viz.: "He is a friend of yours." While I disclaim any intention of criticising him, yet I cannot agree with him that "yours" is in the objective case and governed by "of." The inference, then, is that "yours" is not a possessive pronoun at all, but a substitute for the possessive case of the pronoun and the noun together. Now if, instead of the pronoun "yours," we substitute a noun, that noun will have to be in the possessive case, and if the noun is in the possessive case, so is the pronoun "yours," for the two phrases are identical in construction. The expression, "A friend of yours," is a friend of (from) your friends.

This use of the possessive after "of," which implies a part only, has come by custom to be applied to such expressions as do not imply selection. Thus, "This world of ours."

Ellerbe Springs, N. C.

McA.

MEMORY GEMS.

The pupils of every school should be compelled to memorize at least one literary gem each week. What a mine of golden grains would thus be accumulated during the school days!

“If every man’s internal care
Were written on his brow,
How many would our pity share
Who have our envy now?”

Full many a shaft at random sent
Finds mark the archer little meant;
And many a word at random spoken
May soothe, or wound, a heart that’s broken.

—*Scott.*

Vice is a monster of so frightful mien
As to be hated needs but to be seen;
But seen too oft, familiar with her face,
We first endure, then pity, then embrace.

—*Pope.*

No soul at last is truly great
That was not greatly true at first;
In childhood’s play are seeds of fate
Whose flower in manhood’s work shall burst.

—*Geo. S. Burleigh.*

To live in hearts we leave behind
Is not to die.

—*Campbell.*

Were I so tall to reach the pole,
Or grasp the ocean with my span,
I must be measured by my soul;
The mind’s the standard of the man.

—*Watts.*

Accuse not Nature, she hath done her part,
Do thou but thine. —Milton.

Truth, crushed to earth, shall rise again,
The eternal years of God are hers;
But Error, wounded, writhes in pain,
And dies among her worshippers. —Bryant.

A LITTLE "LAD."

I was amused by the "Dog-Rabbit-Traps" story in the last TEACHER. The following incident occurred in my school-room the other day. I send it as another instance of the guessing achievements of children, and also as illustrating the reputation of the world renowned "Small Boy":

Minnie, who has a tantalizing young brother, hesitated in her reading at the word *lad*;

"What is this a picture of?" asked the teacher, pointing to the illustration in the Reader.

"A little boy," replied the child.

"Yes, said the teacher, "but *lad* is another name for a little boy, and *lad* is the word used in your lesson."

The reading proceeded, and once more the puzzling monosyllable made Minnie pause.

"What is another name for little boy?" queried the teacher, by way of reminder.

"*Wretch!*" was the answer, given with the air of one who appreciated the fitness of the epithet.

FANNIE.

NORTH CAROLINA TEACHERS' ASSEMBLY.

[For The North Carolina Teacher.]

OUR TEACHERS' ASSEMBLY READING CIRCLE.

BY MISS MARY R. GOODLOE, MARION, N. C.

Too much cannot be said in commendation of the Reading Circle to be fully organized at Black Mountain in June, nor can the members of the Assembly be too frequently urged to consider its importance.

The Assembly is certainly a body of progressive teachers, conscientiously striving to keep abreast of the times in methods and measures, and to do better work year by year; but the majority of them have not had opportunity of self-improvement in the way of general reading. In many instances they have not had access to libraries, and many, even when books were attainable, have not been able to judge what might be best for them in their limited time, to read. Living in rural districts, with pay too small to admit of much mingling with the great world in vacation time, we have battled, perforce, with great obstacles, and now the greatest of these obstacles, the Reading Circle, proposes to surmount. We are now told by those capable of deciding, what books to read; we are to get those books at such reduced rates as to place them within the means of us all, and we are to have the opportunity of discussing them with friends until they are "familiar as household words." It is altogether a privilege which I can scarcely exaggerate, and for which I am devoutly thankful. If the reading were for this half year only, it should still be begun, since the knowledge of the books prescribed by Dr. Lewis is incumbent upon us all; but when we reflect that

this may be the nucleus of a great work like that of the New York Chautauqua, meeting every summer, or the Florida body sitting in midwinter, which have for years past been silently but rapidly and surely spreading a knowledge of good literature, I should think that no teacher would hesitate for a moment about membership. The Local Circle idea strikes me as a capital one, and I hope we shall have one in every village and town in which there is a Teachers' Assembly man or woman. How pleasant to be meeting one evening in every week, for the discussion of a literary question in which we each are interested! how pleasant, and how elevating and refining! and when in the fair June time we shall meet for the general discussion, we shall be ten times more familiar with the subjects, and we shall go with added zest and pleasure to discuss them in a body.

"Dr. Lewis has an older and a far wiser head than mine, but I fear he has suggested too much reading for the first half year," said one of our valued teachers to me the other day. This difficulty, I daresay, has presented itself to a good many who desire to keep the letter and spirit of the law; but I suppose it can be obviated by the selection of books from the list by those who cannot read all, and standing for examination on those only. *Non multa sed multum* was a good motto of the Latins, so let us all to work and learn something *well* for the Circle before our pleasant summer meeting. When North Carolina teachers have resolved in making their literary status accord with their knowledge and use of improved methods and appliances in the school-room they will be a body to command the admiration of Christendom.

THE VOTING FOR members of the "Examining Board" of the Reading Circle has been quite lively during the month, showing a considerable interest in the examinations. Every teacher in the State is invited to send to the Secretary of the State Reading Circle, on a postal card, a vote for five prominent teachers preferred as members of this board.

SEND YOUR membership fees in Teachers' Assembly to the Treasurer, Professor R. S. Arrowood, Concord, N. C.

IF YOU WANT to secure an assistant teacher, or obtain a better position for yourself, to know what other teachers are doing, or to meet your co-laborers in most pleasant social intercourse, be sure to attend the coming session of the Assembly.

THE ENTIRE management of the hotel at Black Mountain will be changed this season and the new proprietor promises many special accommodations for the teachers. Our friend, Mr. Koonts, the very pleasant and efficient clerk, will fill the same position this season.

MANY MEMBERS of the Assembly who belong to the "State Musical Association" are anxious to have a two days' session of the Association at Black Mountain in connection with the meeting of the Assembly. This would be a very enjoyable feature of our meeting, as this association includes some of the finest musical talent in the State, and their concerts are most delightful.

PROFESSOR GEORGE D. MEARES, teacher of music in Kiinston College, will carry an elegant new grand piano (Steiff) to Black Mountain for the use of the Assembly. The piano engaged for last session did not reach Black Mountain until the last day of the session, and thus we were deprived of many delightful evening entertainments such as will be given at the coming session.

"LET EVERY teacher who has any doubt as to his or her ability to meet the next Assembly's expenses use this plan of raising money: Lay by every week (or month) a certain sum—in a child's toy bank, for instance; and let no consideration induce you to spend that money. Trim down your expenses and shorten your list of pleasures, that you may have enough next June to take passage on the Assembly train. Try it." Thus writes RES A. DOMI.

THE "TEACHERS' ASSEMBLY READING CIRCLE" is exceedingly popular. The secretary has issued a large number of certificates to applicants for membership, and every mail brings new names and hearty approval of the plans of the Circle and of the course of reading. No fee is required for membership.

Several Local Circles have already been organized throughout the State, and are sources of much pleasure and instruction to the members.

THE EXECUTIVE COMMITTEE is planning to greatly enlarge and improve the pleasures and benefits of the Assembly for this year, and the value of the coming session to teachers cannot be overestimated. The reductions in expenses and improvement in accommodations will be appreciated. Good board can be obtained for \$6 per week by the members of the Assembly; railroad fare will be about three cents per mile for round trip; thus the entire expenses, including board and railroad fare, taking the centre of the State as an average distance of travel, will be for one week only from \$14 to \$16, and for the whole session of two weeks from \$18 to \$25. This small outlay provides the teacher with a most enjoyable and healthful mountain trip, a delightful meeting with nearly all prominent North Carolina teachers, a pleasant acquaintance with noted instructors from other States, and a valuable mine of information upon school subjects and methods gathered from the entertaining and instructive discussions and lectures. Can any ambitious teacher afford to be absent from the Assembly?

THE APPROACHING session of the Teachers' Assembly will be of even more practical value and importance than either of the preceding meetings. Greater efforts will be made to unify and organize all the educational interests of the State, as in this united effort is to be seen the greatest good accomplished. To this end, there will be special days set apart for the consideration of each department of our educational work in the State. On the "County Superintendents' Day" will be considered all matters relating to our present public school system, and changes needed therein. On "Graded School Day" the merits and objections in all modern graded methods will be discussed by the superintendents and faculties of the graded schools of the State. A special "Academic Principals' Day" will bring together the principals of our academies and high schools to consider matters pertaining to their particular work. The exercises of "College Day" will

be participated in by the presidents and faculties of our colleges. It is believed that these special days will interest every teacher and do much towards strengthening the good feeling which already exists among the laborers in the various departments of our schools. The "Music Day" will be given entirely to the music teachers. The advantages of music in the schools is to be fully discussed, and the best means of introducing it into the programme of every school. The exercises of "Music Day" will conclude by a concert in the evening conducted by the musical talent of the Assembly.

MEMBERS OF THE ASSEMBLY.

Miss Annie L. Smith, Leaksville.	Miss Eunice McDowell, Scotland Neck.
" Sallie Speed, Scotland Neck.	" Lena Smith, Scotland Neck.
" Rebecca Shields, Scotland Neck.	" Lula A. Speed, Laurel.
" Bessie T. Fauning, Durham.	" Dora T. Fanning, Durham.
" Eva E. Cox, Durham.	" Annie J. Speed, Laurel.
" Bettie F. Blacknall, Kittrell.	" Hattie Cousins, Oxford.
" Sallie A. Grimsley, Snow Hill.	" Laura Bryan, Kinston.
" E. V. Carter, Murfreesboro.	" Annie H. Darden, Murfreesboro.
" Annie E. Thompson, Pittsboro.	" Carrie H. Ihrie, Pittsboro.
" Fannie E. Thompson, Pittsboro.	" Carrie M. Jackson, Pittsboro.
" Daisy Denson, Pittsboro.	" Sallie J. Hill, Pittsboro.
" Emma Y. Welsh, Kinston.	" Lula Pittman, Kinston.
" Lillian Branson, Raleigh.	" Jennie Simpson, Raleigh.
" Jennie Faison, Raleigh.	" Metta Folger, Raleigh.
" Nettie Marshall, Raleigh.	" Pattie Lawrence, Raleigh.
" Kate McKimmon, Raleigh.	" M. Florence Slater, Morganton.
" Pattie Litchford, Raleigh.	" Lula Riddle, Raleigh.
" Claude Harrell, Thomasville.	" Juliett Sutton, Raleigh.
" Laurah Wood, LaGrange.	" Mary T. Pescud, Nashville.
" Cynthia D. Tull, Kinston.	" Amelia A. Hardie, Kinston.
" Fannie D. Wooten, Kinston.	" Mary F. Dickson, Morganton.
" Lizzie Moore, Morganton.	" Mary R. Goodloe, Asheville.
" Addie Marsh, Wilson.	" Kate Sutton, Raleigh.
" Eva C. Puett, Lenoir.	" Clara Ivey, Lenoir.
" S. C. Anderson, Springdale.	" N. DeLuke Blair, Monroe.
" Ella Sherrod, Goldsboro.	" Maggie Smith, Goldsboro.
" Maggie B. Strickland, Wilson.	" Nina McDowell, Toisnot.

Miss Ella Ross, Albemarle.	Miss Eva Price, Albemarle.
" Lillian Lea, Rocky Mount.	" Fannie Ferguson, Waynesville.
" Inez Gudger, Waynesville.	" Mollie Ector, Waynesville.
" Eugenia H. Bumpass, Greensboro.	" Emma Baynes, Greensboro.
" Mamie Sherwood, Greensboro.	" Laura Clement, Mocksville.
" Eliza Pool, Oxford.	" Annie Timberlake.
" M. V. Woodward, Spartanburg, S. C.	" Mary Hyatt, Qualliatown.
" Roxie Allen, Waynesville.	" Mary Rogers, Waynesville.
" Annie Ferguson, Sandy Mush.	" Mollie Gillespie, Elizabethtown.
" Lucy Jurney, Mooresville.	" Laura B. Clark, Clarkton.
" Fannie Everitt, Statesville.	" Maria Nash, Hillsboro.
" Emma Scales, Reidsville.	" Fannie S. Myrick, Selma.
" Nettie Winfield, Chocowinity.	" Ella Winfield, Lambsville.
" M. L. Purcell, Duncans.	" Mary J. Long, Bouie's Creek.
" Laura E. Boddie, Nashville, Tenn.	" M. Maud Frontis, Mooresville.
" Florence Connor, Tarboro.	" M. A. Whitfield, Tarboro.
" Maggie Conigland, Warrenton.	" Belle Bryan, Jonesboro.
" Belle Worthing, Jonesboro.	" Mary Shepherd, Jonesboro.
" Cora Thompson, Goldsboro.	" Alice Winston, Winston.
" Eliza Smedes, Raleigh.	" Alice Peacock, LaGrange.
" Nona Scarborough, Kinston.	" Hattie Hines, LaGrange.
" Z. Montague, Wake Forest.	" Mary Montague, Wake Forest.
" Eva Simmons, Wake Forest.	" R. Collins, Hillsboro.
" Mabel Clendenin, Graham.	" Laura Clement, Lexington.
" Lizzie Hobgood, Oxford.	" Mamie Hobgood, Oxford.
" Grace Bates, Raleigh.	" Nettie Young, Raleigh.
" Mary Lawrence, Raleigh.	" Julia Creech, Raleigh.
" H. E. Green, Dutchville.	" Kate Fuller, Raleigh.
" Mattie Fuller, Raleigh.	" Mary McDonald, Raleigh.
" Lena McDonald, Raleigh.	" Florence Byrd, Barclaysville.
" Rosa Harris, Louisburg.	" Helen Betts, Leaksville.
" Irene Grimsley, Snow Hill.	" Annie McDougald, Snow Hill.
" Lula Lunsford, Flat River.	" Hannah Oliver, New Bern.
" Mattie Eaton, Lexington.	" E. Capehart, Henderson.
" Fannie Brodie, Henderson.	" Lucy Hawkins, Ridgeway.
" Mary Ferrall, Raleigh.	" M. R. Mebane, Reidsville.
" Lizzie A. White, Belvidere.	" Lillie Nicholson, Snow Hill.
" Bettie Kinsey, Kinston.	" Maggie M. Askew, Neuse.
" Fannie Cobb, Hickory.	" Mollie Fetzer, Concord.
" Mary Fort, Wake Forest.	" Alice Fort, Wake Forest.
" Annie Moore, Point Caswell.	" Carrie Moore, Point Caswell.
" Bettie Clarke, Oxford.	" Ella F. Scarr, Charlotte.
" Sallie A. Bethune, Charlotte.	" Sarah L. Gordon, Hertford.
" Isa C. Gordon, Hertford.	" Grace S. Dewey, Charlotte.
" Mary K. Bingham, Bingham School.	" Sadie Bingham, Bingham School.
" Hattie Lee, Goldsboro.	" Clara Jones, Goldsboro.
" Rosa Waddell, Selma.	" Leone Graves, Selma.
" Dora D. Jones, Greensboro.	" Lillian M. Arnold, Greensboro.
" Maggie Murchison, Old Fort.	" Lou Woodward, Spartanburg.
" Bettie Jordan, Oxford.	" Mary Jordan, Oxford.

Miss Mary Powell, Oxford.

- " Bettie Spicer, Goldsboro.
- " Rosa McCorkle, Statesville.
- " Etta Fanning, Durham.
- " R. C. Brookfield, New Bern.
- " Mary Allen, New Bern.
- " Ida Christmas, New Bern.
- " Nannie Mitchell, New Bern.
- " Nannie Lathan, Fountain Hill.
- " Cornie Chapman, Fountain Hill.
- " Anna DeVane, Fayetteville.
- " Mattie Haughton, Pittsboro.
- " Nannie Leach, Pittsboro.
- " Clara Whitaker, Enfield.
- " Annie Scales, Greensboro.
- " Bessie Tayloe, Windsor.
- " Fannie Myrick, Selma.
- " Maria Paton, Egypt.
- " Mary Spain, Asheville.
- " C. E. McGilvary, Cheingmai, Siam.
- " Bettie Cocks, Scotland Neck.
- " Cora Carr, Castoria.
- " Maggie Glenn, Greenville.
- " Bettie Warren, Greenville.
- " Mollie Henry, Greenville.
- " M. F. Skinner, Edenton.
- " Annie Moore, Goldsboro.

Mrs. K. M. Erwin, Morganton.

- " J. B. Williams, Durham.
- " Nannie Weatherly, Greensboro.
- " Lily Hyatt, Waynesville.
- " A. A. Howell, Waynesville.
- " Hugh Morson, Raleigh.
- " T. J. Ogburn, Salisbury.
- " Sadie F. Blacknall, Durham.
- " F. P. Hobgood, Oxford.
- " A. Chambers-Ketchum, New York.
- " F. C. Farinholt, Warrenton.
- " Clara Granger, Kinston.
- " G. D. Meares, Kinston.
- " J. C. Dixon, Snow Hill.
- " H. A. London, Pittsboro.
- " W. G. Allen, Raleigh.
- " Clara E. Chestnutt, Snow Hill.
- " Annie McGilvary, Jonesboro.
- " Rebecca Rickoff, Yonkers, N. Y.
- " J. T. Gardner, Shelby.
- " M. McNeill, Pittsboro.
- " James Atkins, Jr., Asheville.
- " George D. Green, Wilson.

Miss Mary Jones, Oxford.

- " Ina McCall, Statesville.
- " S. R. Darden, Hendersonville.
- " Fannie B. Cox, Winston.
- " H. S. Allen, New Bern.
- " Mollie Heath, New Bern.
- " Leah Jones, New Bern.
- " Gertrude Hooker, Hookerton.
- " Lula Whitley, Fountain Hill.
- " Jessie Williamson, Tarboro.
- " Janie McDougald, Fayetteville.
- " Nettie Haughton, Pittsboro.
- " Dixie Leach, Pittsboro.
- " Mamie Caldwell, Greensboro.
- " Olivia Tayloe, Windsor.
- " Maggie Rice, Windsor.
- " Florence Moffitt, Franklinsville.
- " Bessie Caldwell, Jackson, Tenn.
- " Maggie S. Moore, Morganton.
- " Lee Parker, Wilson.
- " Dora Little, Castoria.
- " Dora Carr, Castoria.
- " Martha Tyson, Greenville.
- " Annie Warren, Greenville.
- " Mary Kirby, Goldsboro.
- " Lizzie Kerr, Hawfields.
- " Dora D. Jones, Greensboro.

Mrs. J. E. Osborne, Statesville.

- " Laura A. Weatherly, Salisbury.
- " Lucy H. Robertson, Greensboro.
- " Mary A. Faucette, Milton.
- " L. J. Holt, Oak Ridge.
- " Sallie Wood, LaGrange.
- " L. W. Norwood, Chapel Hill.
- " Will F. Sanborn, Lenoir.
- " John J. Fray, Raleigh.
- " V. L. Pendleton, Warrenton.
- " R. B. Clark, Adamsville.
- " F. P. Hobgood, Oxford.
- " Dr. Jackson, Louisville.
- " D. H. Graves, Selma.
- " L. J. Haughton, Pittsboro.
- " Minna B. Reid, Mooresville.
- " P. P. Claxton, Wilson.
- " J. A. McDonald, Raleigh.
- " W. P. Ferrell, Old Fort.
- " Alice M. Murchison, Old Fort.
- " Anna M. Fewell, Pittsboro.
- " F. H. Woodward, Wilson.
- " A. Baumann, Raleigh.

- Mr. Marion Butler, Hontley.
 " H. A. Latham, Washington.
 " W. T. Lyon, Berea.
 " A. W. Long, Trinity College.
 " J. H. Hamilton, Waynesville.
 " L. L. Hargrave, Snow Hill.
 " Collier Cobb, Wilson.
 " H. L. Smith, Selma.
 " Ira T. Turlington, Smithfield.
 " C. W. Corriher, Glenmore.
 " J. D. Winston, Nashville.
 " A. S. Betts, Winslow.
 " J. A. Campbell, Winslow.
 " S. A. Holleman, Bouie's Creek.
 " G. D. Ellsworth, Henderson.
 " T. J. Hadley, Wilson.
 " I. L. Wright, Thomasville.
 " R. S. Arrowood, Concord.
 " Alex. McIver, Caribonton.
 " A. R. Johnson, Marion.
 " J. W. Gilliam, Morton's Store.
 " C. P. Frazier, Bush Hill.
 " Theo. Hobgood, Asheville.
 " J. W. Starnes, Asheville.
 Rev. N. B. Cobb, Hickory.
 Mr. W. H. Osborne, Asheville.
 " James M. Gwynn, Springdale.
 Rev. W. E. McIlwaine, Waynesville.
 Mr. Hugh Morson, Raleigh.
 " J. R. Rust, Bridgewater.
 " R. A. L. Hyatt, Waynesville.
 " H. T. Farmer, Franklin.
 " Robert Bingham, Bingham School.
 Dr. R. H. Lewis, Kinston.
 Rev. John E. Kelly, Union Church.
 Mr. John E. Dugger, Warrenton.
 Col. A. B. Andrews, Raleigh.
 Mr. J. A. Monroe, Monroe.
 Rev. R. S. Abernethy, Rutherford College.
 Mr. L. W. Bagley, Littleton.
 Rev. B. Smedes, Raleigh.
 Mr. W. J. Young, Raleigh.
 " F. H. Busbee, Raleigh.
 " F. P. Hobgood, Oxford.
 " William A. Smith, Salem, Va.
 " J. D. Miller, Raleigh.
 " Ang. Kürsteiner, Raleigh.
 " E. A. Alderman, Goldsboro.
 " R. B. Clark, Adamsville.
 Mr. W. J. Ferrall, Wakefield.
 " I. L. Chestnutt, Farmville.
 " R. D. Blaknall, Durham.
 " David M. Vernon, Leaksville.
 " George A. Grimsley, Kinston.
 " E. L. Miller, Kinston.
 " H. M. Cates, Williams' Mill.
 " Z. V. Peed, Rogers Store.
 " L. H. Ross, Edwards Mill.
 " T. W. Woodall, Elevation.
 " E. C. Branson, Wilson.
 Rev. W. B. Harrell, Big Lick.
 Mr. H. J. Stockard, Graham.
 " Z. D. McWhorton, Bethel.
 " Albert Anderson, Middleburg.
 " B. W. Ray, Leaksville.
 " H. W. Reinhart, Beaufort.
 " R. O. Holt, Oak Ridge.
 Rev. J. E. Osborne, Statesville.
 Mr. H. W. Spinks, Albemarle.
 " F. P. Wyche, Laurel Hill.
 " William Robbins, Trinity College.
 " J. M. Weatherly, Jamestown.
 Rev. R. A. Sentell, Waynesville.
 Mr. F. M. Messer, Fines Creek.
 " J. H. Hill, Salisbury.
 Rev. G. D. French, Waynesville.
 " E. Allison, Brevard.
 Judge J. C. L. Gudger, Waynesville.
 Mr. D. A. McGregor, Wadesboro.
 " C. M. Carpenter, Tito.
 " D. H. Pless, Springdale.
 " J. L. Tomlinson, Winston.
 " E. P. Moses, Raleigh.
 " I. C. Blair, Raleigh.
 " W. A. Turn, Salisbury.
 Maj. John C. Winder, Raleigh.
 Mr. E. V. McBee, Salisbury.
 " Washington Catlett, Wilmington.
 " S. P. Thorpe, Smithville.
 " John B. Burwell, Raleigh.
 " A. Baumann, Raleigh.
 " Eugene L. Harris, Raleigh.
 " Rev. B. G. Marsh, Troy.
 " J. W. Thackston, Raleigh.
 " C. B. Denson, Raleigh.
 " W. E. Young, Cary.
 " James F. Brower, Denver.
 Rev. C. M. Murchison, Old Fort.

- Mr. E. D. Monroe, Durham.
 " R. A. Yoder, Newton.
 " Theo. Overby, Windsor.
 " E. G. Rodwell, Ridgeway.
 " C. C. Daniels, Kinston.
 " Joseph Van Holt Nash, Atlanta, Ga.
 " Richmond Pearson, Asheville.
 " W. K. Brown, Jasper, Tenn.
 Rev. Thomas W. Smith, Concord.
 Mr. T. W. Noland, Waynesville.
 " Frank E. Hill, Raleigh.
 " D. M. Anderson, Raleigh.
 " F. L. Fuller, Raleigh.
 " J. L. English, Marshall.
 Dr. D. T. Millard, Asheville.
 Mr. W. B. Kendrick, Gordonsville, Va.
 " Samuel C. Smith, Greensboro.
 " F. W. Habel, Raleigh.
 " W. E. Lea, Pleasant Grove.
 " J. Y. Joyner, Goldsboro.
 " B. F. White, LaGrange.
 Rev. A. R. Morgan, LaGrange.
 Mr. W. B. McIlwaine, Stainback.
 " D. H. Whitley, Princeton.
 Rev. Joseph E. Carter, Hendersonville.
 Mr. M. C. S. Noble, Wilmington.
 " J. W. Rogers, Norwood.
 " C. D. Holland, Chapel Hill.
 " B. F. McBryde, Lumberton.
 " E. E. Hilliard, Scotland Neck.
 " H. L. King, Asheville.
 " J. L. Lopp, Lexington.
 Rev. T. M. Jones, Greensboro.
 Mr. S. M. Gattis, Chapel Hill.
 " D. Mat Thompson, Lincolnton.
 " B. M. Fewell, Rock Hill, S. C.
 " James P. Sawyer, Asheville.
 " T. J. Van Gilder, Asheville.
 " Locke Craig, Asheville.
 " Washington Catlett, Wilmington.
 " J. A. Stewart, Kinston.
 " W. T. Evans, Windsor.
 " Price Thomas, New Bern.
 " G. D. Meares, Kinston.
 " J. B. Green, Dutchville.
 " J. A. Beam, Double Shoal.
 " J. C. Dixon, Snow Hill.
 " J. H. Simmons, Wake Forest
 " S. B. Turrentine,
 Mr. Zeno H. Dixon, Snow Camp.
 " N. C. English, Trinity College.
 " R. T. Bonner, Aurora.
 " Charles D. McIver, Winston.
 " T. W. Carr, Castoria.
 Rev. James Atkins, Jr., Asheville.
 Mr. A. D. Farmer, Franklin.
 Rev. George F. Schaeffer, Mt. Pleasant.
 Mr. E. F. Wakefield, Lenoir.
 " H. B. Keeny, Waynesville.
 " Cameron Gales, Raleigh.
 " W. L. Sutton, Raleigh.
 " H. E. Litchford, Raleigh.
 " R. M. Turner, Asheville.
 " G. W. Payne, Asheville.
 " R. P. Henry, Raleigh.
 " D. H. DeVane, Fayetteville.
 " W. F. Tally, Flora.
 " J. M. Anderson, Pleasant Grove.
 " George W. Mewborn, LaGrange.
 " W. B. Young, Wilson.
 " C. A. Smith, Princeton.
 " D. F. Sinclair, Pollocksville.
 " D. L. Ellis, New Bern.
 Rev. C. T. Bailey, Raleigh.
 Mr. C. L. Wilson, Asheville.
 " C. F. Sherrill, Concord.
 " W. A. Withers, Raleigh.
 " J. W. Siler, Davidson College.
 " J. C. C. Dunford, Hendersonville.
 " J. W. Belk, Old Fort.
 " R. S. Ryburn, Shelby.
 " John Isaacs, Jr., Perkinsville.
 " J. M. Roberts, Dallas.
 " E. W. Faucette, Milton.
 Hon. J. G. Ashton, Asheville.
 Mr. Charles A. Moore, Asheville.
 " John H. Catler, Asheville.
 " Thomas D. Johnston, Asheville.
 " Benjamin Atkins, Asheville.
 " J. W. Fleetwood, Woodland.
 " W. L. Poteat, Wake Forest.
 " J. B. Edwards, Scotland Neck.
 " E. F. Albertson, Kinston.
 " J. H. Hadley, Beston.
 " J. T. Crowder, Cary.
 " T. J. Simmons, Wake Forest.
 " B. Von Herf, Raleigh.
 Rev. L. Branson, Raleigh.

[TO BE CONTINUED].

EDITORIAL.

PROFESSIONAL ORGANIZATION.

The admirable suggestion by Professor J. A. Holt, of Oak Ridge Institute, concerning a general gathering of the faculties of all our colleges and high schools, in a great convention at Black Mountain during the session of the Teachers' Assembly in June, deserves special consideration from our teachers. The importance of a closer union of the profession and a clearer understanding of all points of mutual interest, and for the good of the State at large, had already occurred to the committee in arranging the programme for next session, hence the appointment of a "College Day" and an "Academic Principal's Day." Nothing is more potent in building up a profession than for its members to meet one another in consultation upon their work; for this cause the Teachers' Assembly came into existence, and its great success is mainly due to the necessity which every professional teacher felt for just this kind of organization. It has been said again and again by the most prominent educators in the State, that "the North Carolina Chautauqua had done more towards promoting good feeling among the teachers in the public and the private schools, and in unifying our methods of work than any other influence ever seen in the State." This good work is but just begun, and if this coming session of the Assembly, or "Chautauqua," shall also bring together, as Professor Holt suggests, *all* the leading teachers in our higher educational institutions for better acquaintance with one another and careful consideration of matters of mutual interest, this year will be noted in the history of North Carolina schools, as the most progressive and successful of the present decade. The responsibility of improving our system of education rests almost wholly upon our teachers. The Legislature simply enacts school laws as it feels is demanded by public opinion, and the teachers are to create

public opinion, hence the importance of most thorough organization of all teachers in the State and a more decided unity of purpose. North Carolina has always been willing to legislate for the reasonable wants of all classes of her citizens; when the doctors desire certain laws regulating their practice, they prepare the bill, then ask and work for its passage; the lawyers interest themselves in securing such laws as facilitate their practice in the courts, and if laws are to be made for the improvement of our school system surely the teachers are to aid in this direction. No one can better know the defects of our educational system and the changes needed therein than the school teachers who daily work under the system.

THE PUBLISHERS of THE TEACHER are preparing a "North Carolina Teachers' Album," containing the photographs of well-known educators in the State. When the album is filled the pictures will be arranged in a large lithograph for framing, and thus will be erected an educational monument of which every North Carolinian will be very proud. We have already received a good number of photographs, for which we return thanks, and we hope that every teacher in the State, male or female, will furnish a portrait for this purpose. Cabinet pictures are preferred, though the spaces are also arranged for imperial and card sizes. We hope to complete the group before the session of the Assembly, so that copies of the large picture may be seen at that time.

MESSRS. ALFRED WILLIAMS & Co. have in preparation a "North Carolina Speaker," specially adapted for use in our schools. The pieces for declamation will consist entirely of the productions of eminent North Carolinians, selected with a view to perpetuating the memory and noble thoughts of our own great men and women, both of the dead and of those now living, and of fostering in our children a commendable State pride. Our State has produced many men and women of whom we are very proud, and their pens have given us as honorable tributes to their culture and greatness as are to be found in the speeches and writings of the sons of any other State or country, and we desire our

children to have this same North Carolina pride in worthy North Carolinians. The "Speaker" will contain many pieces, both of prose and poetry, which are written expressly for that work, and the variety will be such as to furnish students with pieces for declamation suitable for any occasion. We solicit contributions to the book, of original prose, poetry or dialogues by educators throughout the State. Such a "North Carolina Speaker" has long been desired by our teachers, and it is the intention of the publishers to issue a book which shall be "just the thing" and entirely acceptable to all our schools.

THE WORK of our normal schools and the benefits thereof can be made more valuable to our teachers this summer than ever before. All the teachers want to go to the mountains for recuperation of strength before going to a normal. The Assembly adjourns on Tuesday, July 6th, and the normals ought to open throughout the State on July 7th or 8th. This plan will secure a much larger attendance at the normals and give them three weeks for active and practical work, accomplishing as much good as if an extra week was spent in trying to work while the Assembly is in session. The Executive Committee of the Assembly specially had the interest of the normals in view when fixing the time of the session, and they feel that most teachers can be induced to go to the normals and remain through the term if the time of their meetings are more convenient and the sessions a little shorter. Besides, a teacher can do much better work at the normals after the pleasant and healthful sojourn in the mountains, and the delightful, social meeting with hundreds of enthusiastic co-laborers such as constitute the Teachers' Assembly. All the superintendents and faculties of the normals ought to be at the Assembly, making the acquaintance of teachers and urging their attendance at the normals when they leave the Assembly. The "Chautauqua ticket" has been lengthened in time, with increased privileges, specially to cover the normal period, and the rates of railroad fare are lower than any other organization in the State has been able to secure. Thus the Assembly is working for the normal schools, and there will be no conflict in any way so far as the Assembly can arrange it otherwise.

ABOUT OUR TEACHERS.

MISS ELLA DAVIS, of Durham, is teaching at Apex.

MISS CLARA IVY is teaching at Marion, McDowell county.

MR. E. J. BULLOCK is teaching near Pautego, Pitt county.

MRS. E. M. WATTS is teaching at Bear Poplar, Rowan county.

MR. CLAUD W. DAVIS is teaching at Engelhard, Hyde county.

MISS CORA VAIL is teaching at Matthews, Mecklenburg county.

MISS IDA FOUNTAIN is teaching near Richlands, Haywood county.

MISS LULA GAY, of Wilson, is teaching at Stanhope, Nash county.

MISS BETTIE PETTY is teaching at Hanks' Chapel, Chatham county.

MISS MAGGIE CONNER is teaching at Potecasi, Northampton county.

MR. ELI C. SELL, of Rowan, is teaching at Bilesville, Stanly county.

MR. J. B. THOMPSON has a good school at Eureka, Alamance county.

MISS ALICE BROOKS, of Person county, is teaching in Caswell county.

MISS RACHEL SCARBOROUGH has a good school at Bethel, Lenoir county.

MISS KATE HANKS has re-opened her school at Pittsboro, Chatham county.

MISS KATIE LEWIS has charge of the primary department of Kinston College.

MR. JAMES S. WARNER is teaching a private school at Boone, Watauga county.

REV. J. W. PINNIX, is in charge of the public school at Kernersville, Forsyth county.

MR. W. M. MEBANE is teaching a private school at Shaw's Mills, Guilford county.

MISS HATTIE RODMAN, of Washington, is teaching at Leonsburg, Beaufort county.

MISS NANNIE LATHAM, of Pitt county, is teaching at Fountain Hill, Lenoir county.

MISS LULA BROOKS (Greensboro Female College) is teaching near Greenville, Pitt county.

PROFESSOR S. C. LINDSAY is principal of the high school at Kernersville, Forsyth county.

MISS SALLIE MILLER, of Kinston, who taught in Martin county last fall, is now at her home.

MISS DELLA WEBB is director of music in the Webb School at Beaufort, Carteret county.

MR. CHARLES U. HILL, of Washington, Beaufort county, has obtained license to practice law.

MISS ANNIE B. LAW is teaching in Williamson's Academy, at Matthews, Mecklenburg county.

MR. B. F. WEBB is principal of a select boarding and day school at Beaufort, Carteret county.

MR. E. W. WILCOX has been unanimously elected Superintendent of the Rocky Mount Graded School.

MISS ROBERTA TOMLINSON has a full school at Snow Creek, Iredell county, numbering fifty scholars.

MISS EVELINE TRIPP, of Durham's Creek, has taken charge of the school at Haslin, Beaufort county.

MISS LAURA COPELAND, of Belvidere, Perquimans county, is teaching at Rose-dale, Pasquotank county.

PROFESSOR A. P. SOUTHWICK has resigned the position of Superintendent of the Rocky Mount Graded School.

PROFESSOR M. L. VENABLE has accepted the presidency of Reidsville Female College, Rockingham county.

MR. J. A. STEWART, formerly of Pitt, has a private school at Rose of Sharon, Lenoir county, of thirty pupils.

MISS HANNAH OLIVER has resigned her position as teacher in the New Bern Academy, on account of failing health.

MR. W. M. BROOKS, a graduate of the University of North Carolina, has taken charge of the public school at Pittsboro.

MR. JAMES Y. JOYNER, late of the Winston Graded School, has been licensed as a lawyer, and will locate at Goldsboro.

MR. A. C. MUNROE, of Cumberland county, has become principal of the new academy at McCall, South Carolina.

MISS JANETTE HOLLISTER has been elected a teacher in the New Bern Academy and Graded School, *vice* Miss Oliver, resigned.

MISS IDA E. EDWARDS has a good school at Woodside Academy, near Hookerton, Greene county. She has forty pupils enrolled.

PROFESSOR THOMAS HUME, JR., of the University, hopes to attend the next session of the Teachers' Assembly at Black Mountain.

MISS SALLIE SPEED, of Scotland Neck, THE TEACHER regrets to learn, has been forced by ill health to give up teaching for this term.

MRS. M. A. JONES, of Wake (*nee* Miss Laura Millard), has taken a place as teacher of a private school at Beston, Lenoir county.

MR. A. B. HILL (University N. C.), of Scotland Neck, has opened a private school in the Academy at Pittsboro, Chatham county.

REV. E. WARD (Wake Forest College), late of Ashpole Institute, Robeson county, has taken charge of a school at Newton, Mississippi.

MISS MAMIE BARRETT, the accomplished Principal of the Franklinton Seminary, is expected to return from the North about the first of March.

PROFESSOR E. A. ALDERMAN, Principal of the Goldsboro Graded School, visited the Centennial Graded School, of Raleigh, on the 23d of February.

MISS OLIVIA MILLARD, of the Goldsboro Graded School, has accepted a position in the Asheville Normal School, to be held this summer, beginning July 7th.

MR. W. K. BROWN, late of the Centennial Graded School, Raleigh, writes THE TEACHER that he is well pleased with his new field of labor at Jasper, Alabama.

MR. N. W. HARLEE, one of the most prominent colored teachers of Richmond county, has taken a position as Principal of the Colored Graded School at Dallas, Texas.

PROFESSOR J. H. HILL, of Statesville, Iredell county, will act as Superintendent of Public Instruction for that county for the unexpired term of Rev. Edward Wooten.

MR. A. G. REINHART, formerly of Professor Quackenbush's school at Laurinburg, is teaching at Marion, South Carolina, and will go to Germany to complete his education.

PROFESSOR R. P. SMITH has resigned the presidency of Reidsville Female College, which he has held for nine years, and will take charge of the new College at Clinton, South Carolina.

PROFESSOR SOL. C. WEIL, of the University, will enter the profession of law at the close of the present college term, having obtained his license at the February Term of the Supreme Court. He will locate at Wilmington.

DOCTOR AUG. KURSTEINER, Musical Director of St. Mary's School, and of the Philharmonic Association of Raleigh, will conduct a course of exercises in music at the Teachers' Assembly this summer. This will be an exceedingly entertaining and valuable feature of the Assembly work.

MAJOR S. M. FINGER, State Superintendent of Public Instruction, is in attendance on the National Convention of Superintendents of Instruction, at Washington, D. C. He will deliver an address on the education of the colored race. Colonel Robert Bingham, of Bingham School, will discuss the needs of mechanical education.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
 But now we have advanced so far that that style will not do;
 And blushing bride and happy groom, whose lonely lives are done,
 Say, with the parson's full consent, that one and one are one."

Miss FLORA A. DIXON, of Alamance county, was married, on January 7th, to Mr. William A. White of Brunswick, N. C.

Fairst flowers for fair Flora
Lie along life's loving lane;
Over all may Heaven's sunshine,
Refulgently through every rain,
Adorn these lives with light divine.

Miss SALLIE E. WILKINSON, of Tarboro, late a teacher in the Suffolk (Va.) Collegiate Institute, was married, February 10th, to Mr. James R. Baker, of Suffolk.

It is not strange the maiden fair
Should let the lover come and take her;
The surprise to all, we do declare,
Is that the teacher—shall we forbear?—
Has “got as far as B-a-k-e-r!”

Miss MINNA B. PENICK, of Mooresville, Iredell county, was married, February 17th, to Mr. John H. Reid, of Mt. Mourne. The happy couple made a bridal tour to New Orleans, La.

Now, Minna, we shall miss you
When the merry teachers bide,
In the happy days of summer,
To our “Land of the Sky.”
But we hope that memories sweet,
Of “Chautauqua’s” joyful lays,
May with marriage blessings brighten
All your life through coming days.

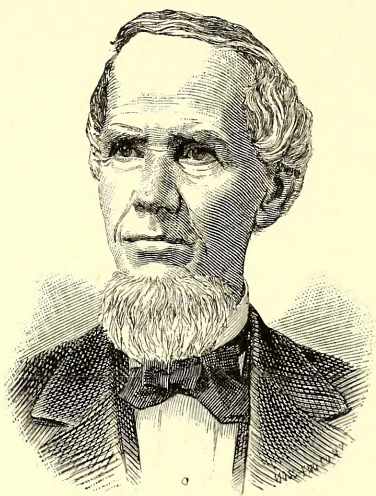
IN MEMORIAM.

“Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there’s an inward, spiritual speech
That greets us still, though mortal tongue be dust.

“It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasures and our crown,
And our lost, loved ones, will be found again.”

Mr. J. F. A. MELLON, a native of South Carolina, but for many years a teacher in Iredell county, North Carolina, died on the 30th of January, aged 60 years.

Mrs. DELLA WORTH BINGHAM, the estimable wife of Colonel Robert Bingham, died at her home, at Bingham School, February 24th. She was the daughter of Dr. John M. Worth, and was in the 43d year of her age. Mrs. Bingham was a lady of rare merit and many Christian virtues. Her constant and tender watchful care over the spiritual welfare of all the cadets of the school has greatly endeared her in the memory of hundreds of “Bingham Boys” throughout the country. She will be exceedingly missed by many loving ones, and THE TEACHER extends sincerest sympathies to the bereaved family.



REV. T. M. JONES, D. D.,

PRESIDENT GREENSBORO FEMALE COLLEGE, GREENSBORO, N. C.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, MARCH, 1886.

No. 7.

RACING WATER.

BY MRS. MARY BAYARD CLARKE, NEW BERN, N. C.

Racing Water, who can paint thee,
With thy scenery wild and grand?
It would take a magic pencil
Guided by a master hand.

Here are towering, rugged mountains,
Granite rocks all scarred and gray,
Nature's altars whence her incense
Floats in wreaths of mist away.

At thy feet thy murmuring waters,
Now are singing songs of praise,
Or in sonorous notes triumphant
A majestic pean raise.

Down the canon's rocky gorges,
Now they wildly, madly sweep,
As, with laughing shout exultant,
O'er the rocks they joyous leap.

Then in calm and limpid beauty
Still and deep they silent flow,
With the verdant banks o'erhanging
Pictured in the depths below.

Pulsing from the heart of Nature,
Here thy "Warm Spring's" genial gush,
There, like stream from Alpine glacier,
Down the mountain coldly rush.

Tah-kee-os-tee—Racing Water—
Was thy sonorous Indian name,
But as "French Broad" thou art written
On the white man's roll of fame.

Perish that—but live the other!
For on every dancing wave
Evermore is shown the beauty
Of the name the red man gave.

A TALKEE-TALKEE TALK TO TALKEE-TALKEE TEACHERS.

BY EUGENE CUNNIGGIM, NORTH CAROLINA.

Teachers complain of not being able to stop their pupils from talking in school. The great pity is, that very many teachers cannot put a stop to their own talking. The only trouble about the talking of pupils, is that they do not do enough of it—in the right way and at the right time, to be sure. For the life of them, they sometimes cannot get an opportunity to do this kind of talking. Why? Well, the teacher is consuming the time delivering himself more or less learnedly on the subject under consideration. But boys and girls are bound to talk—remember that. They ought to talk. And if they are not trained to say the right thing at the right time, look out for talking in season and out of season—mostly out of season. Oh, this lecturing business! The most abominable thing in our under schools! It is not yet

proved to be a good thing in the universities. Most young teachers find themselves yielding to this tendency to tell a pupil everything gratis—to lecture, in short, upon the very slightest provocation. Some of us have never gotten over it. Tap these reservoirs of learning at any point, and forthwith you are flooded, even unto death, with knowledge. Now it is well enough for teachers to know a great deal. But it is well to know, among other things, that it is possible to talk pupils learnedly into intellectual weaklings. Deny this, and you deny the necessarily self-active, self-acquisitive nature of education.

How many teachers do you know that chronically “do” the whole lesson—questions, responses and all? How many teachers do you know that make varying approaches to this bad eminence? Have you observed that exactly in the degree of such approach are they ineffective teachers? Certainly you have, if you “can tell a hawk from a hern-saw.” The talkee-talkee teacher will take pupils through an entire book, from where “Peter Rice eats fish” to Calophon, and then wonder on some test occasion that his pupils are so amazingly stupid about the whole subject. The condition of things is a criticism on you, sir, not on your pupils. The fact is they have been talked into dozes day after day. Occasionally they will get a little bright-eyed when the teacher spurts out some surprising thing—ten to one irrelevant to the subject—and then they sink back into listlessness, or stick pins into their neighbors. This sort of teacher is never a good disciplinarian, and for the very best of reasons. He is so entertained with his own bright performances, that the pupils are left to do about what inclination prompts. They do it.

Again, one thing characteristic of this amazing sort of teacher is his certainty to indulge in “glittering generalities.” If he ever attempts to talk the involved facts, it is done with a recklessness of statement that effectually murders that precious thing called accuracy. He is generally what is called “a well informed man”—probably has been a student of the paragraph-swallowing variety. His knowledge is likely to be of the exerescent kind—it hangs upon his brow like so many wens. Sometimes there is a great deal of wen

and very little man. Ever know the man? His name is—well, “if not legion,” at least an Arab’s “Forty.” But whatever be the acquirements of such a teacher, he finds it easier to unload upon pupils his store of knowledge than to put pupils into the attitude to acquire knowledge for themselves.

And so he talks endlessly. His theory of education is proclaimed in his practice of it. It is the mother-pigeon-squab-variety. But strangely enough he lacks the astuteness of that mother bird; for she does at length allow the birdling to stretch its own wings and to find its own food.

But men may come, and men may go—
Still he talks on forever.

If you are not of this pronounced type of talker-teachers, it is partially because you have fought desperately against a tendency common to us all; you have found it to be one thing to assent passively to a truth, and quite another thing to rule your practices to it day after day. “To do nothing for a pupil that you can have him do for himself” is the bottom rock of education as to your part in it. You will agree to that at once. But apply it for awhile to your daily work. How many things do you tell a pupil that he already has in experience, and that he needs to study again only in the light of their relationships to appreciate the very inductions you began with?

Again. If you cannot agree with Richard Grant White and his ilk “that we think in words, and that, lacking words, we lack thought,” you will at least agree with Sir William Hamilton “that language sustains to thought the relation of the arch of masonry to the tunnel through sand!” In either case, you are driven to the conclusion that a pupil has a thought only when he has put it into language—and that, *his own language*, not yours or that of the book. If so, then you are a successful teacher only when you have reduced your own talking to a minimum and that of your pupils to a maximum. But, mind you, to have talked rightly presupposes that your pupils have thought, and that rightly. Therefore the first thing to be done is to pro-

voke thought on the part of your pupils. Failing in this, you have failed entirely.

Good indications of success are interest on part of your pupils, their attention, their attentive postures, as procured by your bearing and method, rather than by your *requests* for their attention, or your punishments for failure on their part to preserve the positions of a mechanically ordered school.

In conclusion, let me say that the strictures contained in this paper are quite as heavy upon the writer as upon any reader, and are the outgrowths of his own experience. Like Orlando, he prefers to chide no brother in this world save himself, 'gainst whom he knows most faults.

[For The North Carolina Teacher.]

SHALL WE HAVE A CONVENTION OF HIGH SCHOOL TEACHERS?

BY REV. R. L. ABERNETHY, RUTHERFORD COLLEGE, N. C.

This question by Professor J. A. Holt in *THE TEACHER*, will certainly meet with great favor of all the presidents, professors and teachers of high schools and colleges in the State.

Three times within the last decade have I called upon the men at the head of the high schools and colleges of the State, asking for this convention. But, as my articles were published in a local paper only, nothing more was said about it.

Let us have the convention; and let us have it in connection with the Assembly at Black Mountain in July.

The fraternity of teachers in the State is the grandest body of men and women in the land; and I for one, want to take the right hand of fellowship of every one of them, and love each as a noble brother or sister in the great, grand work of our lives.

CHRONOLOGICAL TABLE OF NORTH CAROLINA
HISTORY—CONCLUDED.

1775. Second Provincial Congress met at New Bern, April 3; last Assembly under the Royal Government, April 8; the Mecklenburg Declaration of Independence, Charlotte, May 20; Mecklenburg system of government formed, May 31; Cumberland Association formed, June 20; insurrection of the slaves in Pitt county, July 7; Fort Johnson burned by Colonel Ashe, July 18; third Provincial Congress met at Hillsboro, August 20; Provincial Government formed; Colonel Robert Howe defeated the British at Great Bridge, Va., in December.

1776. Battle of Moore's Creek Bridge, February 27; fourth Provincial Congress met at Halifax, April 4; Declaration of Independence at Halifax, April 12; General Howe's plantation ravaged by the British, May 12; Cherokee massacre of the western settlers, June 28; formation of the State Constitution at Halifax, December 18; Richard Caswell, Governor.

1778. First paper-mill in the State built at Hillsboro.

1779. Abner Nash, Governor; battle of Briar Creek, March 3.

1780. Battle of Ramson's Mill, June 20; battle of Monmouth, June 28; battle of Musgrave's Mill; battle of Camden, August 16; attack on Cornwallis, by Davie, at Charlotte; battle of King's Mountain, October 7.

1781. Battle of Cowpens, January 17; General Greene began his great retreat, January 17; fight at Cowan's Ford; fight at Torrence's Tavern; General Greene's Army at Salisbury; end of General Greene's retreat, February 13; "Pyle's hacking match"; fight at Whitsell's mill; battle of Guilford Court-house, March 15; Cornwallis leaves North Carolina in April; David Fanning's exploits began; battle of Eutaw Springs, September 8; Thomas Burke, Governor; capture of Governor Burke, September 12; fight at Lindley's mill; battle of Elizabethtown; battle of Rock Fish Creek, October 15; Major Craig left Wilmington, November 18.

1782. Governor Burke escaped; Alexander Martin, Governor.

1784. Western lands ceded to the general government, April; the act ceding the lands repealed October 22; the "State of Frankland" formed December 14.

1785. John Sevier chosen Governor of "Frankland" in November; the last Legislature of "Frankland" in September; Samuel Johnston, Governor.

1788. North Carolina rejects the Federal Constitution in July; Presbyterian Synod of the Carolinas set off; seat of government located at Raleigh.

1789. Governor Alexander Martin's second term; North Carolina ratifies the Federal Constitution, March 21; Rev. Charles Pettigrew elected Bishop.

1790. The State capital limited to Wake county; Tennessee ceded to the United States, February 25; University of North Carolina chartered; Flora McDonald died, March 4.

1791. President George Washington visited Salem in May.

1792. Richard Dobbs Spaight, Governor; the State capital located at Raleigh.

1793. Corner-stone of the University laid in October; the Bingham School founded.

1795. First student arrived at the University, February 12; Samuel Ashe, Governor; James K. Polk born in Mecklenburg county, November 2.

1797. Land frauds by James Glasgow and others.

1798. William R. Davie, Governor.

1799. Benjamin Williams, Governor; gold first found in North Carolina.

1802. Governor Spaight killed by John Stanly in a duel, September 5; exodus of the Tuscaroras from Bertie county; James Turner, Governor; the great religious revival.

1804. Salem Female Academy founded; Bank of Cape Fear incorporated.

1805. Nathaniel Alexander, Governor.

1807. Governor Benjamin Williams's second term.

- 1808. David Stone, Governor.
- 1810. Benjamin Smith, Governor.
- 1811. William Hawkins, Governor.
- 1812. Second war with Great Britain.
- 1814. William Miller, Governor; capture of the *Reindeer* by the *Wasp*; Colonel Joseph Graham sent against the Creek Indians.
- 1815. End of the second war with Great Britain, February 7.
- 1816. Episcopal Diocese of North Carolina organized.
- 1817. John Branch, Governor; first cotton factory built in North Carolina, on Falls of Tar River, Rocky Mount.
- 1818. Supreme Court of North Carolina established.
- 1820. Jesse Franklin, Governor; the "Era of Good Feeling."
- 1821. Gabriel Holmes, Governor.
- 1823. The Western Convention met at Raleigh, June 4.
- 1824. Hutchings G. Burton, Governor.
- 1825. General LaFayette visited North Carolina; Board of Internal Improvements established.
- 1827. James Iredell, Governor.
- 1828. John Owen, Governor.
- 1830. Montford Stokes, Governor; Baptist State Convention formed at Greenville; first railway charter granted.
- 1831. Great fire in Raleigh, January 7; Capitol at Raleigh burned, June 21.
- 1832. David L. Swain, Governor.
- 1834. The "Convention Bill" passed.
- 1835. The Constitutional Convention met at Raleigh, June 4. R. D. Spaight, Jr., Governor.
- 1837. Edward B. Dudley, first Governor elected by the people.
- 1838. Wake Forest College founded; the "Common School Fund" established; Davidson College founded.
- 1840. Public schools established.
- 1841. John M. Morehead, Governor.
- 1842. Saint Mary's School at Raleigh founded.

- 1843.** Great fire in Wilmington, April 30.
- 1844.** Visit of President Polk to the University.
- 1845.** William A. Graham, Governor.
- 1846.** Troops sent to Mexico.
- 1848.** North Carolina Railroad chartered; Institution for the Deaf and Dumb and the Blind founded; Insane Asylum established at Raleigh; Murfreesboro Female College established.
- 1849.** Charles Manly, Governor.
- 1850.** Slavery troubles.
- 1851.** David S. Reid, Governor.
- 1853.** Trinity College chartered; the office of Superintendent of Common Schools created.
- 1854.** Warren Winslow, Governor; Falls of Neuse Paper-mills established.
- 1855.** Thomas Bragg, Governor.
- 1856.** North Carolina Railroad completed.
- 1857.** Dr. Elisha Mitchell killed by a fall on Mt. Mitchell, June 27.
- 1858.** John W. Ellis, Governor.
- 1861.** The Legislature called a convention, January 1; convention call rejected by the people, February 18; secession of North Carolina, May 20; Henry T. Clark, Governor; capture of Fort Hatteras by the Federals, August 29.
- 1862.** Capture of Roanoke Island, February 9; battle of New Bern, March 14; capture of Fort Macon, April 26; yellow fever in Wilmington; Z. B. Vance, Governor; capture of Plymouth, December 10; battle of White Hall, December 16.
- 1863.** Defeat of Spears's cavalry by General Ransom, June 7; battle of Kinston, December 13; capture of the steamer *Advance*, December 16.
- 1864.** Recapture of Plymouth by General Hoke, April 20; Governor Z. B. Vance's second term; attack on Fort Fisher by General Butler, December 25.
- 1865.** Fall of Fort Fisher, January 15; second battle of Kinston, March 8; Fayetteville sacked, March 9; battle of Averasboro, March 16; battle of Bentonville, March 19; de-

parture of General Johnston's army from Raleigh, April 10; Sherman's army entered Raleigh, April 13; Lieutenant Walsh hanged by order of Kilpatrick, April 13; conference between Generals Johnston and Sherman, April 18; surrender of Johnston's army, April 26; Military Governor Schofield; freedom declared to the slaves in North Carolina; W. W. Holden, Provisional Governor; Convention repealed the secession ordinances, October 2; Shaw University established in December.

1866. Jonathan Worth, Governor; Constitution of the Convention rejected by the people.

1867. St. Augustine Normal School founded; the "Ku-Klux-Klan" and "Union League;" Canby Convention forms a new Constitution.

1868. W. W. Holden inaugurated Governor, July 4; Henry Berry Lowery and his "Swamp Angels"; Governor Holden declared Alamance and Caswell counties rebellious; Colonel Kirk put in command of the militia; citizens of Alamance and Caswell arrested by Kirk; the prisoners released by Judge Brooks, August 26.

1870. John W. Stephens murdered, May 28.

1871. Impeachment of Governor Holden; Tod R. Caldwell, Governor.

1872. Orphan Asylum founded at Oxford in December.

1873. North Carolina Press Convention organized, May 20.

1874. Curtis H. Brogden, Governor.

1875. Constitutional Convention of 1875, September 6.

1876. Z. B. Vance, Governor; Centennial of Methodism in North Carolina, March 21.

1877. Tornado destroys much property, April 29.

1878. Steamer *Metropolis* wrecked on Kitty Hawk in January.

1879. Atlantic Hotel at Beaufort destroyed by storm, August 18.

[For The North Carolina Teacher.]

NATIONAL MEETING OF SUPERINTENDENTS.

BY R. H. L., A MEMBER OF THE LOWER HOUSE.

The recent meeting of the "National Teachers' Association—Department of Superintendence," was held in the City of Washington, D. C., on February 23d, 24th and 25th.

That this meeting would be a success was a foregone conclusion when the names of the speakers and their subjects were made known, and the excellent results to follow were foreshadowed the very first morning, when the delegates met in the lecture-room of "All Souls" Church. The cordial greeting which passed around the circle of noted educators and kindly sentiments expressed when introductions were made, struck the writer very forcibly.

The new members were heartily welcomed by the veterans. And the address of welcome by Mr. W. B. Powell, Superintendent of Schools of Washington, had a tendency to make all feel at home.

Dr. M. A. Newell's paper, "School Superintendence a Profession," was first-class in every respect—though he did say that teaching was not yet a profession, which he proved. Dr. Newell is the foremost man, as a writer, in pedagogical literature. Logical, acute, shrewd, humorous and flowing, his periods follow each other harmoniously and smoothly. His delivery is more of an exceedingly pleasant conversational character than oratorical. In fact, oratory would add nothing to the force of his sentiments. His elocution is perfect.

Another capital paper was read by Hon. Charles S. Young, State Superintendent of Nevada. Mr. Young is a very youthful-looking gentleman. He speaks, as he reads, with eloquence and power. He handled his subject, "Co-education of Races," in a manner that showed his thorough acquaintance with it. The co-education referred to was that of American whites and Chinese. Mr. Young is a statesman as well as a school man;

and it seems to the writer that Congress might do well to heed the words of wisdom given by this gentleman. Among many other things said, he argued that it was unfair to force any of the States to educate the Chinese, as the presence of this people is not only distasteful to our citizens, but they are positively not wanted. Mr. Young argues that the general government should educate them.

The paper which drew the largest house and which seemed to be listened to with the greatest attention, was that read by our own school chief, Maj. S. M. Finger. One of the noteworthy features of it was the calm, dispassionate and fearless manner of its treatment. North Carolina has cause to be proud of her State Superintendent. There was no sentimental gush in regard to the proper treatment of the "Nation's wards" in educational matters. There was no apology for having once been a slaveholder. But there was force in his wise utterances—and they carried conviction with them.

There were members of the Education Committee of Congress present, and much was added to their stock of information concerning the educational status of the Negro in the South.

Dr. John L. Buchanan, State Superintendent of Virginia, followed the lead of Maj. Finger, and clinched his arguments.

We were very unfortunate in missing the papers on "Reading Circles"—having lost our way in the city when returning from a visit to a sick relative in the Columbian hospital.

We give below some extracts from a printed circular, in script, that was distributed among the members during the first day of the meeting:

"An Argument in Favor of Professional Reading by Teachers—As a Teacher, what ought he to read?

Ans. "That which will most directly help him in the work of instruction. His pupils are human beings; he must know what they are, morally, mentally, physically. He is especially set to train the mind. It follows then that he must study mind growth and mind science.

"It is of the utmost importance that teachers should read the literature of their profession."

On Wednesday, the 24th, the members, in a body, called upon President Cleveland. The writer of this was not with the body

when this visit was made. But the next day, with a lady friend and Colonel Francis Parker, he had the pleasure of a private interview. The President received us very graciously—and talked education, as he does any subject, with rare sagacity. His perception seems to be intuitive.

The Ebbitt House was headquarters for the Association. And there, in the rotunda, just before the hour of assembling, could be seen groups of men whose teachings and writings had revolutionized the systems of education in two continents. There could be seen the tall form of N. A. Calkins, whose "Object Lessons" are so widely used. His urbanity is only equalled by the handsome, silver haired Andrew J. Rickoff. The "better half" of this last named gentleman won the whole "Assembly" last summer at Black Mountain. Mr. Rickoff told the writer that Mrs. Rickoff was completely charmed by her visit to the Old North State and her acquaintance with our teachers.

There also, always in animated conversation, could be seen Dr. Newell—always pungent, polite and pleasant.

The scholarly face of Dr. Kiehle lights up with the glow of intelligence from some quiet corner, while he earnestly discusses some important matter.

Our own Major Finger holds in close attention some honorable gentlemen, to whom he explains, in his terse logic, the "situation" in the South.

Our chairman, Hon. Warren Easton, always pleasant, is busy seeing that the members get acquainted with each other.

Mr. C. C. Davidson, the Secretary, is never too busy but that he will stop to answer all sorts of questions.

General Eaton, Commissioner of Education, with his great benevolent bushy head, carries sunshine with him into every group.

Colonel Francis Parker moves like a general officer, from one to another, grasping hands in a hearty, vise-like manner, and having pleasant, kindly words wherever he goes.

We shall long remember this meeting. And we are now more anxious than ever to attend the next meeting of the National Teachers' Association at Topeka, Kansas, next July.

[For The North Carolina Teacher.]

ARITHMETIC.

BY R. A. P., AUSTIN, TEXAS.

All teaching in the Primary Grades should be concrete. We have Object Lessons on various subjects, and what is reading but object lessons? Why should not arithmetic be taught on the same principle? All our notions of any branch of human knowledge are originally derived from *sensible objects*, so our ideas of numbers and their various relations and combinations must be derived from the same source; so without some original object from the idea of number is derived, no accurate impression is made on the mind of the child.

A child can readily learn to repeat the addition table by rote, he may be able to distinguish the figure nine from the other digits, but have no distinct conception of the *idea* for which it stands.

Ask a child how many nine and two are, and he hesitates, but ask him how many nine marbles and two marbles are, how quickly he gives the answer.

A method similar to that of Pestalozzi I have found successful. Place some familiar object before the class—for instance, a number of small cubes: hold one cube before the class and let them count one cube, then two cubes, and so on. In the absence of cubes, beans, sticks or marbles answer the same purpose. I have a number of straws for the purpose.

It keeps up the interest of the class to vary the exercises as much as possible; sometimes let them have the objects in their hands, and move them from one hand to the other, giving the number as they do so.

Continue this operation to ten, then teach all the combinations of the numbers up to ten. With the objects before them, children soon learn to add and subtract this far.

Let children understand in the beginning that from the nine digits and the cipher all numbers are made.

Arithmetic is practical, we use it every day; every child has some, yes, considerable knowledge of it before entering school.

What child cannot take a nickel, buy three cents' worth of candy and ask for the correct change; or cannot readily keep account of his marbles—tell how many he lost, how many he would have should you give him twice as many as he now has; how many he would have left should you require him to divide equally with his brother?

These are simple things, yet they show that Nature has given the child some correct knowledge of the four fundamental rules of arithmetic, and can we do better than follow in the footsteps of that great teacher? Surely if *she* stoops to make use of simple things, so might we, *her* pupils.

Many authors advise the use of the Numeral Frame, and it certainly is convenient, serving to illustrate the rules and interest the pupils. Move one ball and let the class count, after a little practice have them put the number on the board as you move the balls. Of course you will have to do it for them at first, but children are imitative creatures, and soon learn to depend on themselves, especially if interested in trying to write the number of some *visible objects*.

Children should learn to count backward, as it bears the same relation to subtraction that counting forward does to addition.

The tedious part of teaching beginners is the actual teaching them to make the figures, and as it is an obstacle that has to be overcome our only alternative is to find the most attractive way over it. Children, like their elders, are fond of variety, and of course soon tire of making a straight row of figures. Try the following plan: Let them form the unit circle composed of the nine digits with the cipher in the center. I sometimes vary this to a wheel, the cipher the *hub*; have nine *spokes*, and let them be numbered on the *fellow*, taking care that the children do not forget to do the numbering in their eagerness to make the wheel.

With the straws in their hands, they can be taught the definition of a unit, and will soon see and tell you why the circle is called unit circle, because it is composed of nine figures, each

taking *one* place. Then they form the ten's circle, first learning that ten units make one ten, illustrated by having ten straws tied up in a bundle. Now they are ready to form the ten's circle. Taking the unit circle, they say one and the cipher make ten, and so on, up to ninety, keeping the cipher in the center.

Thus, through the first year, we should endeavor to simply follow up the teachings of Nature, and as she deals only in concrete numbers, so should we.

PUSH.

If there were more push in the world there would be fewer hungry, half-clothed, homeless suffering children; fewer broken-down dissipated men and women; less need of alms-houses, houses of correction and homes for the friendless.

Push means a lift for a neighbor in trouble. Push means a lift for yourself out of the slough of despondency and shiftlessness, out of trouble, real and fancied. Push never hurts anybody. The harder the push the better, if it is given in the right direction. Always push up-hill—few people need a push down-hill. Don't be afraid of your muscles and sinews; they were meant for service. Don't be afraid of what your companion may say. Don't be afraid of your conscience; it will never reproach you for a good deed—but push with all your heart, might and soul, whenever you see anything or anybody that will be better for a good, long, strong, determined push.

Push! It is just the word for the grand, clear morning of life; it is just the word for strong arms and young hearts; it is just the word for a world that is full of work as this is. If anybody is in trouble, and you see it, don't stand back, push!

If there is anything good being done in any place where you happen to be, push!—*Day Star*.

REV. TURNER MYRICK JONES, D. D.

On the frontispiece of this issue of THE TEACHER will be found an engraving of the REV. T. M. JONES, D. D., President of the Greensboro Female College, located at Greensboro, N. C. This institution is the second oldest chartered female college in the world, and has been the principal female school of the Methodists of North Carolina ever since it was first opened in 1846.

REV. T. M. JONES was born in Franklin county, N. C., on the 4th day of June, 1819. He was educated at Randolph Macon College in Virginia, receiving the degrees of A. B. and A. M. from that institution. The honorary degree of Doctor of Divinity was conferred upon him by Trinity College, North Carolina in 1870.

In 1843 he taught a private school at Mr. Edward Alston's in Warren county. At the close of the year he was elected Principal of the Male Academy at Ridgeway in the same county, where he remained until May 1846. The remainder of the year was spent in settling the estate of his wife's father. In 1847 he took charge of the Male Academy at Midway in Franklin county. In 1850 he was elected Principal of the Male Academy in Louisburg, N. C., where he taught until the fall of 1853, when he was chosen Professor of Mathematics and Ancient Languages in Greensboro Female College. At the close of the year 1854 he was elected President of the same institution, which position he now occupies.

Dr. Jones is one of the finest educators in the Southern States. Since 1854 he has been at the head of one of the leading and most influential institutions in the South. He is peculiarly fitted by nature, as well as by cultivation, for the presidency of a female college. Combining, as he does in his lofty character, womanly gentleness, scholarly refinement and extensive learning, he stands in the front rank of the educators of the present day.

His splendid work for female education is attested in all sections of the country. The young ladies graduated by him, nearly

four hundred in all, are scattered all over the South, very largely in North Carolina, and wherever found they reflect great credit upon their *alma mater* and its distinguished president.

At present there are over two hundred young ladies in the college, and the institution grows in popularity and patronage as it grows in years. Its marked success is the best and highest testimonial to the eminent usefulness of the man who has presided over its fortunes for the past thirty-two years.

[For The North Carolina Teacher.]

OUR READING CIRCLE.

BY ONE OF THE BROTHERHOOD.

One of the wisest and most valuable things ever undertaken by the Teachers' Assembly was the organization of the State Teachers' Reading Circle. No one but the teacher who is spending six hours every day in the school-room can realize how deficient is the average teacher's stock of general information. And this information is needed hundreds of times daily, in helping pupils over rough places on the road to knowledge.

The varied course of reading that is recommended by the Assembly through its President, Dr. Lewis, is most admirably chosen, and every book is of the greatest value to the teacher. That standard work, "Page's Theory and Practice of Teaching," as revised by Professor W. H. Payne, of the University of Michigan, is one of the most complete and practical works on teaching that I have ever seen, and, indeed, it is a thorough treatise on "the motives and methods of good school keeping." Then the new Fellow's edition of Dr. Watts' great work on "Improvement of the Mind" is just what we need. And the "Self Help," by Samuel Smiles, is very fascinating and it has stimulated thousands of young men and women to

greater efforts toward usefulness in life. The "Manliness of Christ," by Thomas Hughes, is most delightful Sunday reading, giving us the story of Christ's ministry in an entirely new and attractive form. Everybody loves Ruskin, and I am glad to find on the list his sparkling little book, "Ethics of the Dust." The grand writings of the greatest of English authors, Shakespeare, have new value to us after reading the "Tales" so beautifully written by Charles and Mary Lamb. The "Last Days of Pompeii" fills the mind with new and interesting thought concerning the manners and customs of ancient Pompeii, and we long to again hear Professor Winston's lecture on Pompeii, which contributed so much to the joys of the last session of the Assembly. The "History of North Carolina," and "General History," are topics which are of the utmost importance to every teacher, and these studies cannot fail to afford us much pleasure.

How we shall enjoy the lectures and discussions before the Reading Circle at the coming session of the Assembly! And how many tired teachers will return home from Black Mountain delighted and enthusiastic, and more in love than ever with her school work!

"The Reading Circle" and "Teachers' Assembly"—how their names thrill us with most pleasant anticipations of combined instruction, amusement, rest, recreation and delightful meetings with both old and new friends who belong to that grand brotherhood of North Carolina Teachers.

ELECTRICITY.

The word electricity is from a Greek word, meaning amber. Six centuries before Christ Thales described this substance as possessing the singular property, when rubbed with a piece of silk, of attracting fine particles of matter, such as light shavings and pieces of dried leaves. He also noted the fact that the amber

and silk had to be perfectly dry in order to generate this power, which he believed to be due to the presence of a soul in the amber, which, when excited by friction, went out and brought the light objects to its body.

Some might say Thales was superstitious. Not so. He had no knowledge of any power that could move lifeless objects, except living beings and wind or spirit. He therefore attributed the action to the invisible force known as spirit. Soul meant an intelligent spirit, or spirit with the power of discrimination.

From this time until near the close of the sixteenth century, a period of nearly 2,000 years, very little more was known of this subtle power. Electric eels were known, but the people generally believed that their shock was similar to that of the nettle, and they thought no more about it.

Sir Isaac Newton is credited by Sir David Brewster with inventing and constructing the first glass globe electrical generator. Progress was slow, however, in electrical science until Franklin drew the lightning from the clouds, and proved that they were electric in their nature, and almost exactly similar in quality to the electricity generated by his glass globe, or wheel generator. He began his investigations in 1746, about the only practical result of which was the lightning-rod, and ultimately the "lightning-rod man." There was little progress in the science until about 1790, when Galvani and Volta startled the scientific world with their discoveries concerning magnetism and animal electricity.

EDUCATIONAL NOTES.

SOUTH GREENSBORO SCHOOL, Mr. R. A. Foard, Principal, has 105 pupils.

ASHPOLE INSTITUTE, Robeson county, Rev. S. Ivy, Principal, is in a flourishing condition.

GREENSBORO FEMALE COLLEGE, Rev. T. M. Jones, D. D., President, has an enrollment of nearly two hundred.

BUSH HILL HIGH SCHOOL, Randolph county, Mr. A. J. Tomlinson, Principal, continues to flourish.

CASTALIA HIGH SCHOOL, Nash county, Mr. and Mrs. W. O. Dunn, Principals, is in a flourishing condition.

THE ANNUAL ADDRESS at Kinston College Commencement will be delivered by Clement Manly, Esq., of New Bern.

COLONEL DAVIS' SCHOOL at LaGrange, Lenoir county, was slightly damaged by fire on the night of the 11th of March.

SOUTHERLAND SEMINARY, at Southerland, Ashe county, Professor J. C. McEwen, Principal, has an enrollment of 130.

GRANITE FALLS ACADEMY, at Love Lady, Caldwell county, Professor E. L. Hughes, Principal, has about sixty pupils enrolled.

FRIENDSHIP ACADEMY, Guilford county, Mr. J. W. Wilborn, Principal, has nearly fifty in attendance, and is receiving constant accessions.

KINGS MOUNTAIN HIGH SCHOOL, Cleveland county, Captain W. T. R. Bell, Principal, has a daily attendance of 146, over ninety of whom are boarders.

OAK INSTITUTE, Mooresville, Iredell county, Professor T. N. Ivy, Principal, has added a music teacher to its corps, and has about 130 pupils in attendance.

THE HOME SCHOOL of Mrs. and Miss Morrow at Statesville, Iredell county, is enjoying a gratifying degree of prosperity, having forty pupils in attendance.

PANTEGO ACADEMY, at Pantego, Beaufort county, Professor W. C. Allen, Principal, has enrolled ninety-five pupils, a larger number than for any previous session.

THE PUPILS OF Globe Academy, Caldwell county, have gotten out a weekly school paper called the *Globe Enterprise*. It is edited alternately by the young men and young lady pupils.

PINE FOREST ACADEMY, near Goldsboro, Wayne county, Capt. W. H. Hand, Principal, gave a most delightful concert on the evening of March 5th. We are pleased to learn of the continued success of this school.

WASHINGTON ACADEMY, for boys and girls, began its first session at Washington, Beaufort county, on the 22d of February, under the principalship of Mr. Sterling Ruffin. A pleasant and successful voyage to brother Ruffin.

ANDREWS' ACADEMY, Orange county, four miles west of Chapel Hill, is under the management of that veteran educator, Mr. H. C. Andrews, assisted by his daughter, Miss P. R. Andrews. We are pleased to learn the school is doing well.

UNION LITERARY ACADEMY, of Lambsville, Chatham county, is thoroughly manned for effective work. The faculty consists of Professor A. B. Turrentine, A. B. (University N. C.), Principal; Rev. W. H. Thompson, Assistant; Mrs. W. G. Turrentine, Teacher of Instrumental Music; Mr. S. M. Durham, Teacher of Vocal Music; Miss Ella Winfield, Teacher of Calisthenics.

THE FOLLOWING FACULTY have been secured for the Normal School at Asheville this year: Superintendent, E. A. Alderman, Superintendent of the Goldsboro Graded School; Instructors, Professor B. E. Atkins, Asheville Female College; Miss Olivia Millard, Goldsboro Graded School; Miss Maggie McDowell, Weaverville College; Professor George D. Meares, Professor of Music, Kinston College, teacher of music. This is a very excellent faculty of experienced instructors, and will no doubt give full satisfaction. The school opens on Tuesday, 6th July, at the College in that city, and will continue three weeks.

THE LOCAL BOARD OF DIRECTORS for the Boone (Watauga county) Normal School has decided to open the next session July 26th and continue four weeks. The following faculty has been selected: Professor T. J. Mitchell, of Charlotte, Superintendent; Male teachers—Professor J. F. Spainhour, Principal of Globe Academy, Caldwell county; Professor G. W. Greene, Principal of Moravian Falls Academy, Wilkes county; Female teachers—Miss Lucy Journey, Principal of Mooresville Female School, Iredell county; Miss Maggie McDowell, of Weaverville College, Buncombe county; Miss Jennie Gales, of Durham Graded and High School.

IN THE SCHOOL-ROOM.

THE FOLLY OF COMPLAINING.

FOR DECLAMATION.

BY REV. CHARLES F. DEEMS, OF NORTH CAROLINA.

The folly of complaining is evident from its utter inutility. If complaints could rebuild the house consumed by fire, if complaints could gather again the wealth once scattered, if complaints could infuse rapidity into the sluggish blood and retouch the pale, wasted cheek with the rich hue of health, if complaints could reach the ear of death and recall the loved lost ones, and give their lips the eloquence of love, and their eyes the glance of affection that once thrilled us—then might a man complain, and his neighbors might not call it foolish.

But it injures ones character to indulge in complaints. Without making his condition better, it destroys that gentleness of spirit which is so soothing in affliction, and deprives a man of the fortitude with which the ills of life should be borne. It aggravates the wounds of the spirit. It exaggerates the minor evils of existence. When grown into a habit, it makes a man a perpetual self-tormentor, and a source of continual vexation to his family and friends. And this wretched habit, growing with a man's years, makes him not only unhappy in himself and disagreeable to others, but it makes him a worse man, by exciting his own evil passions, and an injurious man, by irritating the passions of others. Its great sinfulness is seen further in the fact that it has its rise in the exceeding selfishness of the heart. Every thing must go as the man wishes, or he is full of bitter com-

plaints. The millions of the world's population must be overlooked, and the world's Governor must set himself to study the comfort of the complainer. The seasons must be adapted to his convenience; the "tide in the affairs of men" must be turned into the channel which bears him on to fortune, no matter how many thousands are ruined by the change; and the gates of life and death must be opened and shut at his pleasure; or he complains of fortune, that is, of the providence of God. It is no slight degree of sinfulness to be so presumptuous as to call God's works and ways into question, without the spirit of devout solemnity and under the irritation of a short-sighted selfishness, and with the peevishness of a perverse, ill-natured, spoilt child. To the folly is added the great sin of ingratitude.

But wherefore should a *living* man complain? Has he not life? and having life, has he not hope? The *future* is before him, full of promise, and may he not hope that he stands near the very movement in the world which is to lift him up to bliss and prosperity? Has he not the *present*—a rich mine of gold beneath his feet, that only asks labor to spread its glories to his eyes? Has he not a *mind* within him?—a living, bounding, powerful principle, which survives the material changes around it, which leaps the tallest obstacle and flings every opponent aside? What may stand before his mind? Has he not a *heart*?—a heart in which fountains of affection are gushing up to refresh him and bless others? Let him clear those fountains of the rubbish of sin, and sweet as the waters of Paradise will they be. And—stripped of every outward possession, free and alone, let him stand in a wilderness place of this world—he is a *man*, he is *ALIVE*, he is *IMMORTAL*, the greatest, noblest, and most glorious creature that treads the earth—the child of time, but the heir of eternity!

Give me the boy who rouses when he is praised, who profits when he is encouraged, and who cries when he is defeated.—*Quintilian*.

"I CAN'T" AND "I CAN."

"I Can't" is a sluggard, too lazy to work;
 From duty he shrinks, every task he will shirk;
 No bread on his board, and no meal in his bag:
 His house is a ruin, his coat is a rag.

"I Can" is a worker; he tills the broad fields,
 And digs from the earth all the wealth that it yields;
 The hum of his spindles begins with the light,
 And the fires of his forges are blazing all night.

—William Allen Butler.

ANSWERS TO "QUERY."

Like, in the sentence, "Photography is the art which enables common-place mediocrity to look like genius," has the force of *as*, and by supplying the ellipsis, "like genius looks," it is made to connect a dependent adverbial clause expressing manner, and modifying "to look." It may, therefore, be considered a conjunctive adverb.

M.

"Photography is the art that enables common-place mediocrity to look like genius."

We are to parse "like."

Look like is a compound transitive verb—"genius," the object—to personate—to resemble—to simulate—to counterfeit genius is, I suppose, the idea, if the definition be true, which I doubt.

In the phrase—runs like a deer—"like" is a conjunction—as a deer runs. He is like his father—like [to], &c.

Q. E. T.

“THAT FRIEND OF YOURS.”

Terminology is but a small tool in the grammarian's workshop, and so it seems to me that, when we have given the *raison d'être* of a grammatical construction, we have to all intents and purposes named it.

The form that stands at the head of this article, and all its kin, we know to be illustration of the irregularities marking the passing of English from the synthetic to the analytic stage, and they are of interest to us chiefly as throwing light upon the development of our native tongue; as to names, till the history is disposed of, I say, as did the Bastard in King John:

“Good-den, Sir Richard, God-a-mercy, fellow,
An' if his name be George, I'll call him Peter.”

After studying many authorities on these forms, I am inclined to agree with the opinion that the “mine, yours,” &c., are not genitives at all, but the representatives of the Anglo-Saxon adjective pronouns, which were in form exactly like the genitives of the personal pronouns.

When, in the process of time, the genitive became more and more the expression of the possessive relation and the adjective pronoun lost its inflections, the distinction between the two ceased to be real, and many grammarians consider the genitive as no longer existing, calling these forms, wherever found, possessive adjective pronouns.

This explanation seems to do away with the necessity for Mätzner's, in which he says that originally a plural noun was understood after the pronoun. This view appears illogical in face of such expressions as, “I will bring thence that honor of hers.” True, he declares the idea of plurality to have been lost so that often a singular noun only is implied; but there are so many instances like the above, in which the idea of plurality is out of the question, that the explanation is not satisfying. He objects to the forms as superfluous, declaring that there is no authority for them in the most ancient period of the language.

If we accept "yours" and its fellows as genitives, there is still the differentiation between them that is to be accounted for; in "this hand of mine," we have both the genitive and the preposition intended to take its place. According to Abbot, we keep the genitive after the preposition to avoid the harshness of the objective form, *me*; in "that news of John's," since *of* is equivalent to "belonging to" and "about," the genitive *s* is retained to prevent ambiguity; in "that friend of yours," where we have not only the substituting preposition but the double genitives *r* and *s*, we account for the *r* by the desire of euphony, and for the *s* both by desire for euphony and confusion of "this is your" with such constructions as "this is John's."

Morris says these forms were confined in the 13th and 14th centuries to the Northern Dialect, and are probably due to Scandinavian influence.

Will not the teachers of English in our colleges give us a word on this subject? "Let us die in the light!"

MARY V. WOODWARD.

SPARTANBURG, SOUTH CAROLINA.

NORTH CAROLINA.

BY H. J. STOCKARD, GRAHAM, N. C.

I love thee, fairest of all lands, my home,
 From lonely Hatteras where the breakers comb
 To where reared in the heavens, stands thy Dome,
 North Carolina!

The world is loth to give thee what is just;
 Upon thy bosom sleeps, unmourned, the dust
 That ought to be a nation's sacred trust,
 North Carolina!

When others faltered, yearning to be free,
 Then who first dared to strike for liberty,
 A foe whose empire stretched o'er every sea?
 North Carolina!

Were I as loud-voiced as Euroclydon,
 I'd tell to earth's far ends in thunder-tone
 That others wear the laurels thou hast won,
 North Carolina!

For men to mock thee sets my soul on fire,
 Who would deride thee would deride the sire
 That braved earth's storms for his food and attire,
 North Carolina!

Till wizened Time shall pen his latest dates,
 Long as the sea chafes at thine iron gates,
 Thy valiant deeds shall live, thou State of States,
 North Carolina!

"ME IS A FRIEND OF YOURS."

In the December TEACHER "C" parsed "yours" as objective case, governed by "of." In the March number "McA." disagrees with "C," and says "yours" is in the possessive case, and leaves us to conclude that the preposition governs the possessive case.

Allow me, with diffidence, to say that "mine, ours, yours, theirs," &c., are possessive pronouns—without a possessive case, and therefore defective.

Nominative, Yours. Possessive, ———. Objective, Yours.

They are used as subjects of verbs and objects of verbs and prepositions, *e. g.*: "Yours excelled ours." "Ours was excelled by yours."

These pronouns are complex in their nature, including both the possessor and thing possessed.

The possessive is followed by the thing possessed, expressed or understood. But these pronouns will not allow this.

After a preposition, "yours" is the object (so-called) of the preposition, and represents the thing possessed—the principal idea in the phrase. The principal word in a prepositional phrase is the object of the preposition. But the *objective* case denotes the object.

Again, possessive cases are always modifiers (adjective elements), and modifiers are not objects.

If the above is not true, then we shall have the possessive case used both as subject and object, which would be confusion.

But my brother McA. (I suppose he is one of us) says, "If, instead of the pronoun 'yours,' we substitute a noun, the noun will be in the possessive case"; to which I assent, and add, that it modifies some noun understood, this noun understood being the object of the preposition "of." "Of" in *this* case does "imply a part only."

After we shall have disposed of this satisfactorily (?), I ask help in parsing this sentence: "We had better take what we can get." What is the predicate, &c.?

If "C" and "McA" will "make it plain," I will tell them how to parse "had ought."

J. M. WHITE.

HOLLY SPRINGS INSTITUTE, NORTH CAROLINA.

MEMORY GEMS.

The pupils of every school should be compelled to memorize at least one literary gem each week. What a mine of golden grains would thus be accumulated during the school days!

Hours are golden links, God's token,
Reaching Heaven; but one by one
Take them, lest the chain be broken
Ere the pilgrimage be done.

—*Adelaide Proctor.*

Learn as if you were to live forever; live as if you were to die to-morrow.—*Ansalus de Insulus.*

Not worlds on worlds, in phalanx deep,
Need we to prove a God is here;
The daisy, fresh from winter's sleep,
Tells of His hand in lines as clear.

—*J. M. Good.*

Integer vitæ, scelerisque purus
Non eget Mauris jaculis, neque archi,
Nec venenatis gravida sagittis,
Fusce, pharetrâ.

—*Horace, Book 1, 22d Ode.*

Earth has no sorrow that Heaven cannot heal.

—*Thomas Moore.*

A beautiful behaviour gives a higher pleasure than statues or pictures; it is the finest of the fine arts.—*Emerson.*

Hope, like the gleaming taper's light,
Adorns and cheers our way;
And still as darker grows the night,
Emits a brighter ray.

—*Goldsmith.*

Howe'er it be, it seems to me
'Tis only noble to be good;
Kind hearts are more than coronets,
And simple faith than Norman blood.

—*Tennyson.*

If singing breath or echoing chord,
To every hidden pang were given,
What endless melodies were poured,
As sad as earth, as sweet as heaven.

—*Wendell Holmes.*

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION 1885-'86.

OFFICERS.

DR. R. H. LEWIS, Kinston,	- - - - -	President.
EUGENE G. HARRELL, Raleigh,	- - - - -	Secretary.
E. M. GOODWIN, Raleigh,	- - - - -	Assistant Secretary.
ROBERT S. ARROWOOD, Concord,	- - - - -	Treasurer.

VICE-PRESIDENTS.

- | | |
|--------------------------------|------------------------------------|
| 1. CHARLES D. McIVER, Winston. | 6. N. C. ENGLISH, Trinity College. |
| 2. E. P. MOSES, Raleigh. | 7. W. L. POTEAT, Wake Forest. |
| 3. J. W. STARNES, Asheville. | 8. ROBERT BINGHAM, Bingham School. |
| 4. E. A. ALDERMAN, Goldsboro. | 9. S. M. FINGER, Raleigh. |
| 5. H. L. SMITH, Selma. | |

EXECUTIVE COMMITTEE.

DR. R. H. LEWIS, *ex officio* Chairman, Kinston.

EUGENE G. HARRELL, Raleigh.	Miss FANNIE EVERITT, Statesville.
SAMUEL C. SMITH, Greensboro.	" MARY R. GOODLOE, Asheville.
HUGH MORSON, Raleigh.	" MARY T. PESCU, Raleigh.
GEORGE T. WINSTON, Chapel Hill.	" MAMIE W. CALDWELL, Greensboro.
H. L. KING, Asheville.	" BESSIE FANNING, Durham.
D. L. ELLIS, New Bern.	Mrs. SALLIE R. DIXON, Snow Hill.

COUNSELORS.

THE BOARD OF COUNSELORS IS COMPOSED OF ALL THE COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION IN THE STATE.

DR. R. H. LEWIS, President of the Teachers' Assembly, attended the meeting of Superintendents held at Washington City in February, and expresses himself as highly pleased with his visit.

Mrs. M. E. Humphrey, of the Goldsboro Graded School, will give a series of lectures at the Assembly on "First Steps in Teaching." Mrs. Humphrey is one of the most successful primary teachers in the State, and will give the teachers some admirable new ideas, particularly as to primary map drawing.

THE NORMAL SCHOOLS are fixing their sessions to be held after the meeting of the Assembly. This is a capital arrangement for the teachers, as it will enable them to attend the Assembly and also a full session of some one of the Normals, upon a single railroad fare as provided in the very cheap Assembly ticket. This excellent arrangement will bring more teachers into the "educational workshops" this summer than ever before.

PROF. S. S. WOOLWINE, President of the Woolwine High School, Nashville, Tenn., will deliver three lectures at the Assembly upon the following interesting topics: "Character, the end of Education," "The Teacher in the School-room," and "Boys and Girls." Prof. Woolwine enjoys the reputation of being one of the liveliest teachers in the South, and his remarkable success shows that his reputation is well earned. His talks will be of very great value to the teachers who are conscientiously endeavoring to attain success in the "honored calling."

THE ASSEMBLY is fortunate in securing the services of Dr. Aug. Kürsteiner as instructor in vocal music during the session. Dr. Kürsteiner is now, and has been for several years, Director of Music in St. Mary's School, Raleigh, and he is the organizer and manager of the Raleigh Philharmonic Association, and is acknowledged to be one of the finest musicians in the Union. His vocal class will be formed the first day of the session, and his course will fully prepare teachers for introducing and teaching vocal music in their schools. Such a thorough and masterly course in vocal music as Dr. Kürsteiner will give to the Assembly has never before been offered to North Carolina teachers.

THE ASSEMBLY train will start from Goldsboro about 12 o'clock on Tuesday, June 22d, and will reach Black Mountain in time for a good, hot mountain breakfast on Wednesday morning, the 23d. The regular work of the Assembly begins at

10 o'clock on Thursday morning, the first business of the session being the annual address of the President. To reap the full pleasures and benefits of the session, it is desirable that all teachers should be present at the opening of business; and to this end the time of departure of the Assembly train has been fixed as late in June as possible, to be several days after the closing exercises of all the schools and colleges in the State. The advantages to be enjoyed by taking the special Assembly train are many; there being no change of cars during the entire trip, and extra privileges provided for giving the party the magnificent ride over the Blue Ridge mountains by broad daylight, with plenty of time for having a full view of the beauties of our "Land of the Sky."

THE TEACHERS' ASSEMBLY STATE READING CIRCLE has awakened greater interest than ever in the Assembly work, and is drawing the teachers into closer bonds of brotherhood. The special lectures and discussions on each subject in the course of reading will be exceedingly enjoyable and profitable. In arranging this series of lectures, some of the leading educators in the State have kindly consented to speak upon these subjects. The programme, so far as has been yet prepared, embraces the following special lectures: "Theory and Practice of Teaching," by Prof. Nelson B. Henry (Pedagogics, University of North Carolina); "History of North Carolina," by Prof. Eugene C. Branson (Superintendent Wilson Graded School); "Manliness of Christ," by Rev. Charles E. Taylor, D. D. (President Wake Forest College); "Ethics of the Dust," by Prof. Geo. T. Winston (Chair of Latin, University North Carolina); "General History," by Miss Mary R. Goodloe, of Marion; "Shakespeare," by Prof. E. P. Moses (Superintendent Raleigh Graded Schools); Pompeii, by Prof. J. B. Brewer (President Murfreesboro Female College). Speakers upon the remaining subjects will be chosen in a short time and their names announced. In addition to these lectures, it is expected that speeches will be made by Dr. Battle, Prof. Heitman, Major Bingham, Dr. Lewis and others.

MEMBERS OF ASSEMBLY—CONTINUED.

Miss Carrie A. Powell, Macon.	Miss Bettie C. Whitehead, Tarboro.
W. V. Savage, Raleigh.	Miss Martha Mills, Thomasville.
Miss Minnie Redford, Raleigh.	Miss Julia Jones, Thomasville.
“ Bettie C. Whitehead, Tarboro.	G. L. Finch, Farmington.
“ Lucy G. Capehart, Roxobel.	Miss Hattie McBryde, Shoe Heel.
Theo. Edwards, Snow Hill.	Governor A. M. Scales, Raleigh.
Mrs. Theo. Edwards, Snow Hill.	Hon. A. T. Davidson, Raleigh.
Miss Glasgow, Snow Hill.	Hon. D. W. Bain, Raleigh.
W. A. Blair, Maryland.	Hon. W. L. Saunders, Raleigh.
C. L. Smith, “	Hon. C. M. Stedman, Wilmington.
Mrs. M. E. Humphrey, Goldsboro.	Hon. W. P. Roberts, Raleigh.
S. L. Sheep, Elizabeth City.	Hon. Thomas S. Kenan, Raleigh.
Miss Lula Tate, Graham.	Miss Alice Page, Morrisville.
Mrs. F. A. Gorham, Wilson.	Miss P. E. Macon, Corinth, Miss.

THE TEACHERS' ASSEMBLY READING CIRCLE.

 PLAN OF ORGANIZATION.

1. The Reading Circle shall be under the temporary direction of the officers of the Assembly until June, at which time the Assembly, in regular session, shall choose the permanent officers.

2. The half year's course of reading to be prescribed by Dr. R. H. Lewis, President of the Assembly, and the books to be supplied to members of the Circle at a special reduced rate as shall be agreed upon by the President and the publishers.

3. The privileges of membership shall be, as in the Teachers' Assembly, extended to “teachers and friends of education” upon application to the Secretary at Raleigh. A neatly prepared “Certificate of Membership” will be furnished to each member and no fee shall be required.

4. Each subject in the course of reading shall have a special time for examination and discussion during the session of the Assembly. The Board of Examiners shall comprise five leading

educators of North Carolina, to be selected in advance by the teachers throughout the State, and for this purpose every teacher is requested to send at once to this office a postal card containing the names of five prominent educators preferred as members of this Board.

5. A committee of three teachers, to be appointed by Major Finger, the State Superintendent of Public Instruction, will canvass the votes; the five names receiving the highest number will be declared elected as the Board of Examiners. This canvass will occur June 1st. Send your vote by early mail, while the matter is fresh in mind.

6. The members of the State Circle resident in any town, township or neighborhood, may form a Local Circle, which may meet as often as it shall elect, for the purpose of reading and discussion. The Local Circles can be made sources of very great pleasure and instruction to all its members and to the community at large.

COURSE OF READING.

In accordance with the plan of organization, the President of the Assembly, after careful consideration, has selected the following books as the half year's course of reading:

PREScribed.

Price, post-paid.

1—Page's Theory and Practice of Teaching, Revised by W. H. Payne,	90 cents.
2—Watt's Improvement of the Mind (new edition),	60 "
3—Self-Help, by Samuel Smiles,	20 "
4—Manliness of Christ, by Thomas Hughes,	10 "
5—Ethics of the Dust, by Ruskin,	10 "
6—Tales from Shakespeare, by Charles and Mary Lamb,	50 "
7—Last Days of Pompeii, by Bulwer Lytton,	20 "

OPTIONAL.

8—Barnes's General History,	1.40 cents.
9—School History of North Carolina,	85 "

The State Depository for the books has been made with Messrs. Alfred Williams & Co., booksellers, of Raleigh, and they will be promptly supplied to all members of the Reading Circle by mail,

post-paid, at the contract prices as fixed by the President. Teachers ought to begin the course at once, that they may have plenty of time to prepare for the examinations in June.

As an additional attraction to the benefits of the Reading Circle and to the examinations, two very handsome gold medals, appropriately designed and inscribed, will be given to teachers standing the best examinations on *MOORE'S HISTORY OF NORTH CAROLINA* and *BARNES' GENERAL HISTORY*. Both medals will be awarded by the Board of Examiners during the session of the Assembly in June.

Dr. R. H. Lewis, President of the "State Reading Circle," says, if teachers cannot read all the prescribed books in the course for first half year, they ought at least to read "Page's Theory and Practice of Teaching," Watts on "Improvement of the Mind," and "Barnes' General History."

The Reading Circles have been recently established in more than a dozen leading States of the Union, and they have been most enthusiastically received everywhere. No other movement of modern times, rapid and startling as have been the changes in school methods, has ever made such simple, thorough and economical provisions for self-improvement among teachers, or promises such wide pleasure and usefulness. Another bond of social union is now formed between North Carolina teachers, having in view the certain result of better teachers, better schools, better pupils, better school laws, better appreciation and better salaries, and we believe that every ambitious teacher in the State will join heartily in this work.

Applications for membership may be sent to the Secretary at Raleigh, and the certificate of membership will be forwarded by return mail.

HOW TO ORGANIZE A LOCAL CIRCLE.

These Local Circles are now growing in number and usefulness, and there ought to be one in every community where there are progressive and ambitious teachers. The steps toward organizing and conducting a circle are very simple and easy to take,

requiring only one or two teachers to make a move in the matter. The following brief suggestions are given as an aid to those who desire to organize a Local Circle:

1. Visit every person in the community who is interested in the intellectual advancement of the town; explain the objects of the Reading Circle, its management and possible benefits; and when this is done appoint a time and place of publicly meeting for the purpose of organization.

2. When the meeting is held for organization, have some person ready and prepared to explain the plan of the Circle, after which take the names of all persons who desire membership. Then by ballot elect a president and secretary, and, if deemed advisable, fix some amount as membership fee, to meet incidental expenses. An executive committee should be appointed to arrange the course of reading from the list adopted by the State Reading Circle. The Local Circle is then fully organized and ready for work.

3. Meetings should be held at least once a week, at some convenient hall, or perhaps at a private house in small communities. At these meetings the subjects for the week's study may be discussed and queries propounded which will serve to fix the leading points in mind as golden grains of knowledge for pleasant use in the future.

4. A public meeting may be held each month, which can be made exceedingly interesting and instructive. The programme should include several brief and carefully prepared essays from both ladies and gentlemen of the Circle, upon the books which are being read, the exercises interspersed by music, recitations, &c., by members of the Circle, all adding to the enjoyment of the occasion.

5. The names of all members of the Local Circle at the organization, and also of all who enter afterwards, should be sent to the Secretary of the State Reading Circle in order that a certificate of membership may be furnished to each one. There is no charge for the certificate of membership issued by the State Circle.

EDITORIAL.

NORTH CAROLINA TEACHERS ABROAD.

We have told our readers many times that the educational progress which North Carolina was making was equal to that of any other State in the Union, and was much greater than was to be seen in many sister States. This is not said to the discredit of any other State, for all are doing well, but specially to the honor of North Carolina schools and North Carolina teachers. One of the strongest evidences of the educational advancement of a State is seen in the character of her schools and the standing of her teachers in the estimation of other States. Our progressive, faithful teachers occupy positions at the very front of the profession, and that our people may see to what extent North Carolina has been drawn on for teachers by her sister States, we note down from memory the names of a few North Carolinians who are teaching beyond our borders :

Rev. D. A. LONG, President of Antioch College, Ohio; Gen. DANIEL H. HILL, President Industrial College, Milledgeville, Georgia; WILBUR F. TILLET, Professor Vanderbilt University, Tennessee; Prof. EUGENE C. BRANSON, just elected Superintendent of City Schools, Athens, Georgia; Prof. D. HARVEY HILL, of University of Georgia; Rev. JOS. R. WILSON, Professor of Theology in Southwestern College, Clarkton, Tennessee; Prof. C. R. HARDING, Professor of Greek in Hampden Sidney College, Virginia; DAVID B. JOHNSTON, Superintendent of City Schools, Columbia, S.; C. M. F. EGERTON and wife, Principals of Female College, Franklin, Tenn.; Prof. S. SIMPSON, formerly President of Yadkin College, Professor of Natural Sciences, Westminster College, Maryland; Prof. WM. YEATES, of Hertford county, Professor of Mineralogy, Columbia University, Washington, D. C.; Prof. M. L. VENABLE, Bethesda, Maryland; Prof. GEO. W.

SPARGER, Principal of Female Seminary, Griffin, Georgia; J. C. ELLIS, Mars Bluff, South Carolina; Prof. J. S. MIDGETT, Principal of Female School, Wheatley, Arkansas; Professor A. S. VAUGHAN, Principal of School, Vineland, New Jersey; H. B. FOLK (Wake Forest), in Public Schools, New Orleans, Louisiana; WILL. K. BROWN (University of North Carolina), Principal Male Academy, Jasper, Alabama; W. F. STEVENSON (Davidson College), Principal High School at Cheraw, South Carolina; CHARLES C. HOLDEN, of Raleigh, Master of Language in University School, Ellicott City, Maryland; Prof. H. W. BEAL, Professor of Anglo-Saxon in Stephens' Institute, Hoboken, New Jersey; JOHN W. McLEOD, teaching at Huttonville, Virginia; W. S. ALLEN, of Franklin county, Principal of Academy at Union, Missouri; A. C. MUNROE, of Cumberland county, at McColl, South Carolina; Miss P. E. MACON, Corinth, Miss.; Miss JANE LONG, Minneapolis, Minnesota; Miss BETTIE V. SEIG, Staunton, Virginia; Miss E. A. DRAUGHAN, Indian Territory; Miss ALICE THOMPSON, Newark, New Jersey; Miss FLORENCE BANDY, Franklin, Tennessee; Miss S. E. GILES, Franklin, Tennessee; Miss NORA KING, Laurensville, South Carolina; Miss EVA PRICE, East Macon, Georgia; JOHN C. WEBB & BRO., of Culleoka, Tennessee; Rev. A. A. BENTON, in Delaware College; Rev. THOMAS W. JONES, D. D., President of Jackson Female College, Jackson, Tennessee; S. G. NEVILLE, Principal of Academy, Henning, Tennessee; Miss DELL K. MOORING, at Clarksville, Tennessee; A. Q. MOODY, Georgia; J. C. LAPRADE, Meadville, Va.; Rev. W. W. STALEY, Suffolk, Virginia; J. W. COLTRANE, Iowa; P. J. KERNODLE, Suffolk, Virginia; C. W. WHITE, Missouri; PERSIS P. GILES, Virginia; J. W. LUCAS, Tennessee; R. B. CLARKE, Adamsville, S. C.; W. A. JONES, Texas; C. A. Plyler, Wild Cat, S. C.; Isaac Sutton, Providence, R. I.; T. L. WHITE, Independence, Va.; Miss MOLLIE GILES, Greenwood, S. C.; Miss LUCY TIGHE, of Raleigh, at Fair Haven, Connecticut; Miss NANNIE HILL, Washington City; Miss LELIA LAWRENCE, at Bennettsville, South Carolina; Miss MATTIE DOWD, Washington, D. C.; Miss NAN-

NIE SEXTON, of Dallas, at Lancaster, South Carolina; DAVID C. DUDLEY, JR., of Raleigh, Principal of the Deaf and Dumb Institution, Colorado Springs, Colorado; DANIEL COLEMAN, Belleville, Canada; Miss ROSA A. PENICK, Galveston, Texas; Miss ANNIE M. LITCHFORD, California.

This list, though very incomplete, represents twenty-three States, and a careful examination would no doubt greatly extend the list. We often hear from these teachers and of the excellent work which they are doing. They are honoring themselves, their profession, the grand old State which gave them birth, and likewise honoring the great number of our faithful and conscientious teachers who are now training North Carolina children.

IT IS THE intention of THE TEACHER to keep the North Carolina brotherhood of teachers well informed as to the whereabouts and work of one another, and we shall be glad to have a postal card full of school information from every teacher in the State.

OUR "TEACHERS' ALBUM" received many additions during the past month, for which we return thanks. There are several other teachers in the State whose portraits should be in this group, and we would regret exceedingly not to have them in our memorial picture.

ARRANGEMENTS have just been completed for securing two lectures from Prof. George B. Groff, M. D., of Pennsylvania, during the session of the Assembly. Dr. Groff is one of the best of educational lecturers, and his subjects, "Wonders of the Human Body" and "Healthy Homes," will be specially valuable to all who are teaching and studying physiology for our public school course. The lectures will be excellently illustrated by charts and special apparatus.

IT IS GRATIFYING to note the progress which the boys and girls in our schools are making in map-drawing. Among some good specimens recently sent to THE TEACHER, we were specially pleased with the skill exhibited in a map of the United States

drawn by Miss Carrie Horne of Miss Clara M. Whitaker's school at Enfield. Map-drawing is a rare accomplishment, and it ought to be taught to every pupil in our schools, as the knowledge will be found very useful in after-life.

WHY IS IT that there are always some County Treasurers and County Superintendents in North Carolina who fail to make a report to the State Superintendent? These reports are required by law to be forwarded within a certain time, and no man should be continued in office who has no regard for the law which creates his office. The State has not had complete returns from her county school officers since the war! Are we doomed to never know precisely what the State is doing in school matters?

WE WANT an active agent to represent THE TEACHER at each Normal School and County Institute held in the State this season. THE TEACHER is very popular in North Carolina, it is easy to obtain subscriptions, and we propose to pay well those who work for us. No other journal of education in the Union pays as large commissions to agents as we do, and no other journal is so easy to canvass for among North Carolina teachers. A live agent, male or female, can soon make his or her entire expenses at a Normal School from the profits in subscriptions taken. Examine our list of special premiums offered for new subscribers, and see if you would like to earn something from the list by a few hours' work for THE TEACHER.

THE ADMIRABLE report of Major Finger to the Governor concerning public schools, published in full in the February number of THE TEACHER, is worthy the most careful attention of every friend of education in the State. The State has been making steady progress in school matters for several years, and a comparison of the years 1884 and 1885 will show a very satisfactory improvement in every way. More schools, increase of term, larger attendance, better teachers, higher salary and a greater number of normals and institutes, all bear testimony to the progress and prosperity of educational matters in the Old North State, and these things should encourage us to undertake even greater things for the education of the children of the State.

ABOUT OUR TEACHERS.

MR. J. C. TURNER is teaching at Bethany, Iredell county.

MR. J. A. STEWART is teaching at Sharon, Lenoir county.

MISS LIZZIE A. LILES is teaching at Cairo, Anson county.

MISS MARY WOODS is teaching at Rialto, Chatham county.

MISS DAISY FOOTE is teaching near Athens, Iredell county.

MR. J. L. FOSTER is teaching at Union Ridge, Alamance county.

MISS ELLEN PARKER is teaching near Wilton, Granville county.

MR. A. H. POTTER has a good school at Evergreen, Columbus county.

MR. CICERO GRAYBEAL is teaching at Mouth of Buffalo, Ashe county.

MISS HATTIE LAURENCE is teaching near Tally Ho, Granville county.

MR. J. H. CROWELL is Principal of Mauney Academy, Stanly county.

MR. L. GARNER has a good school near Sander's Store, Carteret county.

MISS GRACE BATES has charge of a class in the Raleigh Graded School.

REV. R. H. CLINE is Principal of Elk Knob Academy, Watauga county.

MRS. LUCY JONES (née Shell) is teaching near Forestville, Wake county.

MISS MINNIE JAMIESON is teaching in the Correll District, Iredell county.

MISS ELLEN TRIPLETT has opened a school at Mt. Mourne, Iredell county.

MISS ETTA EXUM is teaching in Pitt county, about seven miles from Greenville.

MISS MINNIE REDFORD has taken a place as teacher in the Raleigh Graded School.

MISS MARIA MANLY has resigned as a teacher in the New Bern Graded School.

MR. W. P. CLINE is Principal of Holly Grove Academy, Jimes, Davidson county.

MISS ARA HALL, of Orange county, is teaching near Hookerton, Greene county.

MISS M. FANNIE KENION has a good school at South Lowell, Orange county.

MESSRS. SANDERS and WARD have a full school at Pelletier's Mill, Carteret county.

MISS EUGENIA POINDEXTER has a flourishing school at Shore, Yadkin county.

MR. JAMES THARP is teaching the public school at 'Possum Knob, Iredell county.

MR. J. H. HINES has a flourishing school in District No. 7, Johnston county.

MISS BESSIE SEAWELL, of Raleigh, is teaching near Scotland Neck, Halifax county.

M. LEMUEL H. ROSS, of Beaufort county, will enter the Southern Normal at Lexington.

MISS EMMA RICHARDSON is Principal of Oak Forest Academy at Waterloo, Union county.

MISS ALICE PEACOCK, of Institute, Lenoir county, is teaching at Faison, Duplin county.

MISS BEL BOGER, late of Mooresville, is teaching at Ridge Creek, Montgomery county.

PROF. STREET BREWER is teaching at Dover, Randolph county, and has 52 pupils enrolled.

REV. D. B. YORK and REV. D. V. YORK are teaching at Fairview Academy, Alamance county.

MISS FANNIE WOOTEN, of Lenoir county, is teaching at the Foscue Schoolhouse, Jones county.

MR. R. B. BURKE, of Alexander county, is teaching at the Duffie Schoolhouse, Iredell county.

MISS LAURA MONTGOMERY has been elected a teacher in the Centennial Graded School, Raleigh.

MR. N. E. COX is Teacher of Penmanship in Swannanoa Pen Art Hall, Liberty, Randolph county.

MRS. DAVIS, a teacher of experience, has taken charge of the school at White Hall, Lenoir county.

MR. D. S. PARKER, of Orange county, has a large school near Long's Cross Roads, Person county.

MISS LINA P. KOONCE and MRS. A. D. BETTS have quite a flourishing school at Trenton, Jones county.

MISS ELLEN TRIPLETT has resigned her position as a teacher in Oak Institute at Mooresville, Iredell county.

REV. DR. SLEDD, of Norfolk, Va., will preach the sermon before the graduating class at Oxford Female Seminary.

MISS ALICE JACKSON is teaching near Vanceboro, Craven county, and is succeeding well—this being her first effort.

MR. W. A. BLAIR, of High Point, has been elected Professor of Pedagogics in Swathmore College, Pennsylvania.

REV. J. T. BAGWELL, D. D., will preach the Baccalaureate Sermon to the graduating class at Trinity College this year.

MRS. C. M. MURCHINSON (née Miss Alice Temple, of Wake) has opened a private school at Old Fort, McDowell county.

MISS NETTIE CHAMBERLAINE, of Duplin county, has been teaching in Lenoir county, where she gave great satisfaction.

REV. J. H. BOOTH, Principal of Lick Creek Academy, Davidson county, has resigned, and will remove to Iredell county.

PRESIDENT MCKINNON, of Davidson county, we regret to learn, has been confined to his room by rheumatism for some months.

MISS NORA KING, of Wilson, is winning golden opinions as teacher of music in Laurensville Female College, South Carolina.

REV. C. A. JENKINS (University Va.), of New Bern, has accepted a position in the faculty of Oxford Female Seminary, Granville county.

PROF. HORACE WILLIAMS has resigned the Chair of Greek in Trinity College, and will return to Yale and resume the study of Theology.

MR. W. L. YARBOROUGH, of Union county, has taken charge of the Academy at Big Lick, Stanly county, and opened school March 15th.

MR. J. S. SMILEY, County Superintendent of Swain county, has just closed a most delightful and successful Teachers' Institute at Charleston.

REV. CHAS. H. HALL, of Brooklyn, New York, will preach the Baccalaureate Sermon at the next Commencement of our State University.

PROF. J. V. COMBS, President of Kansas College, lectured a few days since at Waynesville, Haywood county, on "Strange Things and Funny People."

DR. WM. E. HATCHER, of Petersburg, Va., will deliver the address before the two literary societies of Wake Forest College at the ensuing Commencement.

HON. KEMP P. BATTLE, LL. D., President of the University of North Carolina, will deliver the annual address before the University of South Carolina, June 23.

REV. LUTHER EBORN, County Superintendent of Public Instruction for Washington county, is giving great satisfaction as an energetic and progressive educator.

MRS. EDWINA CHADWICK, formerly of Claremont College, Hickory, Catawba county, has accepted the position of music teacher at Catawba College at Newton.

MR. J. J. HARRISON lately closed a successful term near King's Creek, in Caldwell county, and has gone to Mitchell county, where he will take charge of a school.

HON. JAMES W. REID, of Rockingham county, will deliver the literary address before the young ladies of Oxford Female Seminary at its next Commencement, June 1-3.

MR. W. R. SKINNER is Principal of Vance Academy, near Seven Springs, Wayne county, and has a large enrollment. Mrs. W. R. Skinner is assistant in primary department and in music.

MISS RACHEL SCARBOROUGH, of Lenoir county, has a larger attendance at her school at Bethel than at any previous time. A new instrument has just been added and a class in music formed.

PROF. WILBUR F. TILLET, of Vanderbilt University, will deliver the literary address at Trinity College Commencement. Prof. Tillett is a native "Tar-heel" and a most scholarly gentleman.

MISS LELIA L. WHITAKER, formerly of Enfield, Halifax county, is principal of the academy on Lockwood's Folly River, near Supply, Brunswick county. The school is in a flourishing condition.

MISS LILA PENICK is teaching at Brantley's Store, near Mooresville, Iredell county. A comfortable building has been erected, and it is the intention of the citizens there to establish a permanent school.

REV. J. C. PRICE, President of Zion Wesley College of Salisbury, has collected about \$20,000 for the building fund of that institution. He is well and favorably known as the colored orator of North Carolina.

MR. Z. T. WHITESIDE, one of the foremost teachers in south-western North Carolina, is principal of a school at Mills Spring, Polk county, with an enrollment of 106. MISS HATTIE EDWARDS is assistant teacher.

MISS AMANDA WAGNER has just closed a most satisfactory session of her school at Moss Hill, Iredell county. This was her first session as a teacher, and her patrons are loud in their praises of her management.

REV. I. W. THOMAS, Superintendent of Public Instruction, has ordered thirty copies of Page's Theory and Practice of Teaching, for the use of the teachers of Watauga county. These teachers are preparing for Boone Normal.

PROF. E. P. MOSES is making the Raleigh Graded Schools famous throughout the State. His corps of teachers is thoroughly progressive; and with such a live and efficient leader, the schools are enjoying an unusual season of prosperity and popularity.

HON. AUGUSTUS VAN WYCK, Judge of the City Court of Brooklyn, New York, will deliver the annual address before the two literary societies of the University of North Carolina, June 2. Judge Van Wyck was graduated from our University in 1864.

PROF. EUGENE C. BRANSON, Principal of Wilson Graded School, has been elected Superintendent of the schools at Athens, Ga. While we congratulate our friend on his promotion, we much regret to lose the services of so accomplished and successful a teacher as Prof. Branson has proven himself.

PROF. COLLIER COBB, of Wilson Graded School, was elected Principal of that school, *vice* Mr. E. C. Branson, resigned, but declined the honor. Mr. Cobb is hard at work on his new map of the State, which will appear about July 1st. Messrs. Alfred Williams & Co., Raleigh, will be the publishers.

MR. D. M. WEATHERLY, Principal of East Bend High School, Yadkin county, has an enrollment of 54. He has secured the services of Miss Mollie Jones, of Salem, as teacher of music. A correspondent of the *Winston Sentinel* claims that this is the best school in Yadkin county, and expects to rival the best schools in the State in its grade.

PROF. PENDLETON KING, who graduated at Haverford College in 1869 with first honors, and who was for a time head teacher at New Garden, Guilford county, has been appointed Secretary of American Legation at Constantinople, at a salary of \$1,800 per annum. Prof. King is a thorough scholar, and has travelled extensively abroad, and we congratulate the teachers of North Carolina at having so competent a representative at the capital of the Turkish Empire.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
But now we have advanced so far that that style will not do ;
And blushing bride and happy groom, whose lonely lives are done,
Say, with the parson's full consent, that one and one are one"

[In the February number of *THE TEACHER* the types made us say that Miss FLORA, instead of Miss ROXIE DIXON, was married on January 7th. We sincerely beg pardon for the error.—EDITOR.]

REV. R. H. CLINE, Principal of Elk Knob Academy, Watauga county, was married to Miss SALLIE A. CLINE, of Catawba, March 2, 1886.

Miss Sally Cline inclined to Cline—
'Twas natural inclination,
For Robert Sally-ed forth to Cline,
'Twas no hallucination.

MISS MARY J. WHITE, of the Magnolia Graded School, was married on March 3d to REV. M. M. MCFARLAND, of Smithville, N. C.

The boys and girls whom Mary taught
To rightly read and write,
Will be no more in mischief caught
By pretty Mary White.
For bridal wreaths and orange garland
Now take our Mary to a Far-land.

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongue be dust.

"It bids us do the work that they laid down—
Take up the song where they broke off the strain:
So, journeying till we reach the heavenly town,
Where are laid up our treasures and our crown,
And our lost, loved ones, will be found again."

PROF. JOSEPH EBERT, a native of Germany, who was in charge of the music department of Davenport College at Lenoir, under the management of Rev. Dr. Roby, died in Columbus, Ga., on the 7th of March.

PROF. A. KUEHNERT, a native of Brunswick, Germany, but for many years a resident of the United States, died at Goldsboro, March 8th, in the 65th year of his age. He was well known in Virginia and North Carolina as a teacher of music. His remains were taken to Winchester, Virginia, for interment.

MISS MAGGIE MCLEOD died at the "Old Ladies' Rest," at Wilmington, Monday, at the great age of about ninety years. She was a native of Richmond county, but early in life went to Wilmington, where she engaged in teaching, a vocation she pursued until the beginning of the war. She was devoted to her profession and was successful as a teacher. She was an aunt of Senator Hawley, of Connecticut.

NEW BOOKS OF INTEREST TO TEACHERS.

[Any of the books here noticed may be obtained of Messrs. Alfred Williams & Co., Raleigh, N. C., at publishers' prices.]

STUDIES IN GREEK THOUGHT. By Lewis R. Packard, Professor of Greek in Yale College. Boston: Ginn & Co. Price \$1.00.

OUTLINES OF MEDIEVAL AND MODERN HISTORY. By P. V. N. Myers, A. M. Boston: Ginn & Co. Price \$1.50.

PRACTICAL ELOCUTION, for use in schools and colleges, and by private students. By J. W. Shoemaker, A. M. New enlarged edition. Price \$1.25.

THE HISTORY OF PEDAGOGY. By Gabriel Compayré. Translated, with Introduction and Notes by W. H. Payne, A. M. Boston: D. C. Heath & Co.

ORATORY. By Rev. Henry Ward Beecher. Philadelphia: National School of Elocution and Oratory. Price 40 cents.

SCHOOL MANAGEMENT; A Practical Guide for the Teacher in the School-room. New edition. By Amos M. Kellogg, A. M. New York: E. L. Kellogg & Co. Price 75 cents.

TEMPERANCE TEACHINGS OF SCIENCE. For Teachers and Pupils. By A. B. Palmer, M. D., LL. D., with Introduction by Mary A. Livermore. Boston: D. C. Heath & Co. Price 60 cents.

GRAMMAR AND COMPOSITION FOR COMMON SCHOOLS. By E. O. Lyte, A. M. New York: D. Appleton & Co.

THE DIACRITICAL SPELLER. A practical course of exercises in Spelling and Pronunciation, embracing Alphabetic Analysis, a simple and comprehensive study of some principles of Diacritical Marking, and a short notice of Penmanship. By C. R. Bales. 8vo., pp. 68. Syracuse, N. Y.: C. W. Bardeen. Price 50 cents.

OUTLINES OF PSYCHOLOGY, with special reference to the Theory of Education. By James Sully. Reading Club Edition, abridged and edited, with Appendices, Suggestive Questions, and References to Pedagogical Works, by J. A. Reinhart, Ph. D., Principal of the High and Normal Training School, Paterson, N. J. 16mo., pp. 375. Syracuse, N. Y.: C. W. Bardeen. Price \$1.50.

AN AID TO ENGLISH GRAMMAR, designed principally for teachers. By ASHER STARKWEATHER, A. B. 16mo., pp. 230. Syracuse, N. Y.: C. W. Bardeen. Price 75 cents.

SCHOOL HISTORY OF NORTH CAROLINA. By John W. Moore. Fifth edition. Revised by State Board of Education. Raleigh, N. C.: Alfred Williams & Co. Price 85 cents.

SCHOOL-ROOM CHORUS. By E. V. DeGraff. Seventeenth edition, enlarged. Syracuse, N. Y.: C. W. Bardeen. Price 35 cents.

THE *Westminster Review*, one of the great literary authorities of England, has this to say of President H. E. SHEPHERD's work which we have noticed several times with hearty commendation: "Mr. Shepherd's 'History of the English Language' is not only an admirable text-book for advanced students, but a mine of instruction and entertainment for the general reader. Facts the most diverse, bearing on the origin and development of our language, are here brought together from multifarious sources, presented in a thoroughly acceptable and popular form, and enriched by scholarly and enlightened comment."

THE
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NO. 8.

[For The North Carolina Teacher.]

MEMORY'S WREATH.

BY MARTHA MILLS, THOMASVILLE, N. C.

Oh! days of childhood, golden days,
How I delight to view
Again thy careless, happy scenes
And feel thy joys anew,
Ere life had brushed
From thy fresh flowers the dew.

Friends of childhood, dearest friends,
Your memory still is dear.
Oft in a quiet, lonely hour
You come again to cheer;
Oh! friends so dear,
In dreams you oft appear.

Memory has twined for me a wreath
Decked with your forms so fair.
There are daisies, violets, roses,
Snow-drops and dahlias there,
And lilies rare;
No flowers with them compare.

There was Lula, my class-mate and rival,
The lily of honor and truth,
Together we conned our lessons oft
In the golden hours of youth.
Oh! pleasant hours,
Sweet were thy joys in truth.

Mary was like a snow-drop,
So fragile, yet so fair;
Claude was a beautiful dahlia,
The stateliest flowret there.
A dahlia rare
Is noted everywhere.

And there was Cornelia, the queenlike,
Ah! she was made to rule;
And Janette and Sarah, sisters sweet,
Together we went to school;
At the corner there
We met on our way to school.

Maggie was like a pansy,
A heartsease, gentle, kind;
Pattie's beauty and goodness,
To her all hearts could bind—
A noble mind—
None like her you'll find.

Minnie was as bright and beautiful
As the daisies beneath her feet;
Fannie, beloved, unselfish,
A modest violet sweet,
She still dwells there,
And there we sometimes meet.

There was Beulah, with the wealth of hair,
And Etta, her loving friend;
May Heaven to each of these dear ones
Her choicest blessing send,
And joys attend
The pleasant path they wend.

One flower on earth is withered,
And one sweet face I miss;
Our own sweet Rosa is blooming
In a purer world than this.
The form I miss
Dwells in the realm of bliss.

There are Ellie, and Carrie, and Bettie;
'Tis years since we have met.
There are many whom I do not name
Whom I can ne'er forget.
Like gems well set,
They live in memory yet.

When I think of all our teachers dear
Sometimes the tear-drops start;
Their wisdom, truth and purity
Have graved them on my heart.
Oh! may I ne'er
From their counsels wise depart.

May we rightly learn our lessons here,
So when earth's school is o'er
We may be prepared for the perfect life
Which lasts forevermore;
Then may all meet,
As in those days of yore,
And gladly greet
The dear ones gone before.
Fairer than fairest dreams of youth
Is the Home on the Love-lit Shore.

[For The North Carolina Teacher.]

“A WORD BEFORE YOU GO.”

BY A FREE LANCE, NORTH CAROLINA.

I like that word educate—*e duco*—involving, as it does, the idea of preceding, showing, drawing out—gently, if you will—forcibly, if gentle methods fail—a word on which the changes have been rung from the deep, resounding *peals* of the past, to the gentle tintinnabulations of the present.

A curious parallelism exists between education and religion. As, during the Middle Ages, mankind accepted their creed with blind faith, so the method of education was stern, dogmatic—the era of the rod—in which children were kept from sunrise to sunset poring over books to the utter detriment of mind and body—a system, the outcome of the general idea that the tendencies of the youthful mind were diabolical. Now we have reaction, nowhere more decided than among educators. I am no foggy, but I think it just possible that the educational pendulum, following a natural law, may swing forward as much too far in our direction under the word-method, as, it is asserted, it has under phonics, in the other.

With ye “noble army of martyrs” it is parade-day. With what polished lances and keen they charge that monster Ignorance! There is a general waving of banners and flourish of trumpets all along the intellectual line, and Victory, with the complaisance of the American eagle, perches upon your standard. You all shout *jubilate!* for have you not found it? Old System, crest-fallen and silent, hides a diminished head. This state of things simply illustrates that phase of human nature set forth in the adjuration, “Hit him again; he has no friends.”

Where are you, disciples of the imperishable Speller? You who felt a rise in the barometer of self-esteem and scholarship at each successive terrace on the hill of knowledge—from “baker” to “botany;” from “abasement” to “incomprehensibility?”

What though the flowers blooming on that steep ascent were freely watered by the morning dew and evening shower, did you not, on that Parnassian height, feel yourselves monarchs of all you surveyed? Shade of Webster! doth not this inauspicious crusade against thy life-work vex thy faithful soul? Shall his friends fly because Cæsar is stabbed, e'en though a Brutus drove the knife? Or do you cry, *aut Cæsar aut nullus*?

While the advance of education is beyond question, is it not rather too much to say of that, or any other system, that it has no fault? And though, in the saying, I know I shall bring a nest of hornets about my ears, I here declare emphatically that I do not like the first step in this grand reform—the “Word-Method.” May heaven forefend that the tyros, just emerging from that *regime*, ever come under my tutelage, as I do not wish to change my orthodoxy for Universalism. The French say pithily, “It is the first step that costs.” With recruits of feeble step, would not *festina lente* be a better command than *en avant*? It is not to be supposed that any one, in the course of a natural life—except perhaps Methuselah—could memorize by sight the thousands of words in our elastic language; and, if one must depend upon sound at all, why not from the beginning? A word is only a combination of sounds. If Tom is taught that “l-o-o-k” is a word that demands the sound of both consonants, with an amiable grunt sandwiched between them, and, by a succession of grunts, varied by the first consonant, he is familiarized with the whole family, whenever he meets any member of it or its relatives he will not need an introduction, because he will recognize them by the family likeness.

It is true that there are many words not to be learned by the phonic method—“dough,” “bough,” “cough,” etc.; but these are only the black sheep, and, though admitted as members of a great family, must ever be regarded as aliens. But if he is taught to-day that “look,” with one expulsion of breath, is called “look,” and the next week, or thereafter, comes suddenly and without warning upon “took,” it will be to him indeed an unknown quantity. Thomas + took = 0. This is not theory,

but very harassing experience; for while I have never known any one who failed to learn to spell—at least to combine d-o-g, under the old system, I have known many who, having sat at the feet of the word-method, when called upon to spell cat or pig, combined consonant and vowels in a way to strike terror to the heart of the most luke-warm orthographer.

A system, to be adopted, should answer all its needs. Does the word-method do this? With nouns it is well enough. The future Gamaliel can understand from association that d-o-g, with a well-fed canine beside it, is “dog”; or that h-o-r-s-e, alongside that quadruped, is “horse,” but how, in the name of all that is reasonable, is that to be a guide when, on a future occasion, he is brought up all standing by j-o-g, or g-o-r-s-e, or any one of the great army of not-to-be-illustrated words which confront the young Balaam on the highway of knowledge, veritable angels with drawn swords? We judge any system by its results; and, by a large majority, the phonic method has it. One would hardly assert in this republican country that we should *not* go with the majority.

Suppose music were taught on the principle of the word-method? Jane might by diligent drilling learn to play “Linden Waltz” and “Old Black Joe,” but put before her “Coral Polka,” and she could as easily translate the Iliad. As in architecture, we must first shape the material, then establish it, then raise the graceful structure—pray “make a note of it.”

Remembering that the transition state, political, social or religious, is chaotic, let us observe Paul’s caution, lest being blown about by every wind of doctrine in this educational revolution, we arrive at the guillotine or the Bastile.

There is no question but that the old system has many objectionable features. Think of a curriculum that would put as a text-book, Logic, in the hands of a boy of twelve!—the boy, who to-day must have objectively demonstrated $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} = 1$. Who does not remember how *bonus* made life a burden, and the heroic efforts in the abyss of a Greek declension, the bewilderment of a reflective French verb, the Egyptian darkness of quadratic equa-

tions? If children did not grow diabolic under that system there must have been a considerable element of angel in them. What would be said of such mental pabulum to-day? But too much of the superficial still remains, and must remain so long as the useful is made subordinate to the ornamental.

This state of affairs, like most things that broadly exist, has a philosophical basis. Spencer tells us that it is the result of a subordination of individual needs to social ones, and the chief social need has been the control of individuals. Darwin defines it as the "survival of the fittest" in the struggle for existence, and Carlyle illustrates it by the forcible metaphor of an Egyptian vase of tamed vipers, each striving to get his head above the other. This, it is to be feared, must be the case until the Millennium.

But an evil which we must endure we should, at least, try to mitigate, and by some subtle moral alchemy transmute the metal into gold. Ambition is not to be suppressed, but given a proper incentive—the average mind to be taught that true education is a palpable enjoyment, and that an ambition to attain it, not its mirage, is a worthy one only when the motive is the enjoyment of the pure Pierian draught, not pre-eminence of self.

Having decided that the cat must be belled, the question at once arises, how is it to be done? I suppose that even Hercules, in one supreme moment, must have asked himself how he should approach the Nemean lion. Since true education can only be attained by the development of correct, individual thought, any means to that end should be adopted—any militating against it, discarded; and the educational nurserymen have very properly lopped off special public exhibition—a parasite on society, beautiful to behold in its commencement pageantry, flourishing like a green bay tree, but surely and slowly sapping the life that supports it. Its design, originally, was doubtless good; its present trend anything else, being, too often, the outward and visible sign of an inward and spiritual poverty. Let me suggest as a motto for such occasions, instead of *Scientia est prima* and the like, *Vanitas vanitatum*, which, though a shade less classic, is several shades more true.

In the problem of education, object-teaching is a prime factor. A biscuit may serve as basis for an entire lecture. But, if there be infants among your audience, when you teach that a cat is a cat, be sure to add that there are others of the same family, else, coming upon a tiger some day, they mistake him for the demure puss, and so come to grief. The æsthetical feature of education is frequently supposed to be synonymous with the spiritual in education; but to you, "most potent, grave and reverend seigniors," I need not say that the former deals only with *belles-lettres*, while the latter concerns the development of thought and judgment concerning questions of every-day life; and you rightly insist that no education is worthy of the name which does not secure these results. One may not be prepared to go to the length of Huxley, Ruskin and others in asserting that, scientifically, we know no method of distinguishing a man from a cabbage—that instead of being a little lower than the angels, he is only a grade above a monkey—yet we may

"Find tongues in trees, books in the running brooks,
Sermons in stones, and good in everything."

BE TRUE TO YOURSELF.

Nothing hurts a man more than to seem small and ignoble in his own eyes. It is the slavish feeling that degrades the slave. A base ambition makes the man that cherishes it base. No one can debase you but yourself. Slander, satire, falsehood, injustice—these can never rob you of your manhood. Men may be about you, they may denounce you, they may cherish suspicions manifold, they may make your failings the target of their wit or cruelty—never be alarmed, never swerve an inch from the line your judgment and conscience have marked out for you. They cannot by efforts take away your knowledge of yourself, the purity of your motives, the integrity of your character and the generosity of your nature. While those are left, you are, in point of fact, unharmed.

[For The North Carolina Teacher.]

A COMPLETE EDUCATION.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

“I call, therefore, a complete and generous education (says Milton) that which fits a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war.” This comprehensive definition at a time when education was narrow though elegant, being confined for the most part to the enthusiastic study of the ancient classics, is worthy of the most thoroughly educated man of his age and nation, with the possible exception of John Selden or John Lightfoot, the Orientalist. When John Milton wrote these memorable words the human mind had been but recently led out of the house of bondage. The scholastic philosophy, fruitful only in subtle distinctions and strifes of words, had dominated Europe for more than five hundred years, but had at last given way at the Revival of Letters, and Duns Scotus and Thomas Aquinas had been dethroned and succeeded by the renowned writers of the classic ages of Greece and Rome. The salutary change was felt almost instantly all over Europe. It was like pouring fresh blood into the worn-out frame of the aged and diseased. It was like the return of gentle Spring, with its grass and flowers, to the earth, long sealed and locked up by the icy rigours of Winter.

But even then the education given was comparatively narrow and partial—not wide and general. There were, indeed, the signs and promise of better things. Francis Bacon had arisen like a new Joshua to lead the liberated sciences out of the house of bondage into the land of promise, and Isaac Newton, the most gifted and glorious of the Sons of Science, was soon to arise to enlarge the empire of science and widen the thoughts of men by sublime demonstrations and discoveries, undreamed of before. We might justly designate Newton as the Columbus of Science who led men to the knowledge of worlds before unknown. But

even then the conception of education was limited and meagre compared with what it is now. The practical applications of science to the uses of men and to the various arts which sweeten and embellish life, had not only conduced to the convenience and comfort of mankind by numberless mechanical inventions and improvements, but expanded the thoughts and theories of men concerning the relation of education to the mind itself.

The amazing progress of the mechanic arts and the not less wonderful growth of democratic ideas and institutions have greatly extended the views of thoughtful men touching the scope and the subjects of education. The word *educate* might itself have taught us that the process had reference rather to the development—the drawing out—of the indwelling, and it may be, the latent, faculties, than the importing or imparting of definite knowledge, however important and precious; that it should therefore be not partial but entire; not intellectual and moral merely, but physically and bodily. It is obviously intended not merely to furnish and burnish the weapon, but to give us the strength to wield it and teach us how to handle it.

God has graciously bestowed upon us all certain powers of body and mind; and we are to exercise and strengthen them; to render them alert, active, keen and vigorous by patient and well directed use. For as the greatest of human teachers, Shakespeare, tells us, "Use doth breed a habit in a man" we do easily, gracefully and effectively, what we have learned to do by long and oft-repeated practice. The true conception of what education is, of what it demands and of what it confers, is now becoming current and popular. That it is not to be confined to a part of the man, but to take in the whole man; all he is, as the basis of all that he may become; of all that may be made of him. The man may be looked upon with all his innate and immortal energies as so much *raw material* to be fashioned by the plastic hand of education into a fabric more precious and bright than ever issued from an Eastern loom.

This we see not only in our classical schools, our scientific schools, our art schools, our professional schools, but in our spe-

cial *agricultural* and *industrial* schools, in which the *hand* and the *eye* shall be trained not less assiduously than the memory, the imagination, the analytic faculty and the power of close logical and consecutive thought in classical and scientific schools by classical and scientific pursuits and processes. All truly educated men are largely self-educated. Man was intended by his Great Creator not merely to be an end to himself; not merely to have all that is in him of power and usefulness and nobleness brought out, and not merely to promote the dignity, the elevation and the happiness of his fellow-men by associating with them and acting upon them, but to exercise a mastery over the forms and forces of the natural world; to divine its secrets and elicit its hidden powers which blend the well-being of the creature with the greatness of the Creator.

CRITICISM.

Teachers should stand by their fraternity. Physicians are loyal to their craft against all attacks; lawyers never admit any weaknesses in their guild so long as the professional methods are followed; clergymen are jealous of the prerogatives of the cloth. Is it so with teachers? We fear there is a false philosophy that would prompt the more active and progressive to criticize the weaker by ridiculing the members who are not up to their standard. We speak from extended observation when we say that we believe the quantity, quality, and spirit of the work done by the teachers of America average as well as that of any of the professions. There is no larger percentage of quacks in the school-room than in the sick-room; no greater average of non-brilliant, unsuccessful men in pedagogy than in law; no more teachers, as a rule, who decline to accept advance thought and new light among teachers than clergymen. Brilliant men and women are a scarce article in every profession, society and age. Our best institution is in danger of being a misfortune. In

supervision is our great hope of advancement, but without due care this is liable to advertise the profession falsely. Supervision would be a good thing in law, medicine, or the ministry; but think of the effect of publishing, by report, institute, convention, or address, what an expert supervisor of doctors discovered in his investigation of patients, remedies, and care. What a panic there would be if the same freedom of official criticism was indulged in, in that profession, that we are tempted to indulge in teaching. Let us have the most rigid examinations, the most faithful supervision; but let us speak personally, kindly, helpfully to the weak and heedless.

Have you ever had a consultation of physicians in your family? Do you remember how they all came out from their conference and assured you that everything was going on all right, that the case had been understood and the treatment satisfactory? Did you not observe, however, that the attending physician immediately changed his remedies, radically varied the hygienic treatment? He had learned some things from his brother physician that you will never know, and it is better that you never should know. The peace of the world would be disturbed if every one knew the plain talk that is indulged in prior to that eminently comforting assurance that there is great satisfaction with the conduct of the case. Why cannot our pedagogical consultations be marked by somewhat of the same fraternal loyalty that protects the mistakes of the medical men? Is it because the teacher is professedly looking after the mistakes in recitation, until he chronically looks for weaknesses in the school-room? Whatever be the cause, is it not time to seek a remedy? Shall we not secure better work, in less time, with inappreciable sacrifices, if we hold the reputation of every member of the profession sacred so long as his character is unassailable? We shall endeavor to eliminate the fault-finding vein, the critical tendency from our columns and from the profession, so far as our voice and pen have influence. We shall be all the more free to suggest and advocate vital reforms because of our endeavor to be loyal to the fraternity, first, last and always.—*Journal of Education.*

[For The North Carolina Teacher.]

CHOOSING A SINGING-MASTER.

TRANSLATED FROM THE GERMAN OF FERDINAND SIEBER, BY JOHN A. SIMPSON, A. M., RALEIGH, N. C.

In choosing a singing-teacher, parents should reflect that the teaching of music, and especially of singing, gives the master extraordinary power over the emotional nature of his pupils. This influence may be in the highest degree ennobling, or it may pollute and destroy. And how needless is the loss when the sensibilities of the pupils are left dull and inactive; while music has irresistible power to quicken and to develop them. The seeds of listlessness, thoughtlessness, sentimentality, frivolity, and unbridled passion, may all be sown by the music-teacher; but his pupils have often to thank him, also, for awakening and nourishing within them the noblest faculties of the soul.

We need not here consider the musical *marx*. Ability of the teacher, or the thoroughness of his knowledge of the vocal mechanism and of tone production; all this we have elsewhere sufficiently insisted upon as simply indispensable. Our present purpose is to inquire what qualities, both of mind and of heart, we have a right to expect in him who professes to conduct the young art-student to the goal of thorough culture. The matter is in itself so simple that it may be disposed of very briefly.

In the first place, then, we have a right to demand that the teacher shall possess, in a yet higher degree, those traits of disposition, that force of will, that scientific training and keenness of intellect, and lastly, that enthusiasm for the noble and the beautiful, which we have already seen to be essential to the highest success of the student; for how can a teacher who lacks the very foundation of moral character, the sense of truth and right, exert an elevating influence upon the emotional nature, the heart-life of his pupil? How can he undertake to master a song by Gluck or Spontini, when he has no knowledge of an-

tiquity? How can he teach his pupil to render properly the wonderful recitatives in *Don Giovanni*, when he himself is ignorant of the laws of prosody? How can he venture upon a song in a foreign language, when he hardly knows the sounds of its alphabet? How can he give his pupil an illustration of the appropriate timbre (tone—color) in which to express the various emotions of love, hate, joy, pain, scorn, sympathy, etc., when he himself has never been taught by the study of history to comprehend character, and by the reading of great poets to know the inmost feelings and desires of the human heart? And finally, how can he conjure up that poetic inspiration which gives to every artistic performance its ideal splendor? How excite that fervor of interest which forgets all else in the poetry and the music, when his own being is not pervaded by enthusiasm for what is truly beautiful?

In every other branch of knowledge, the greatest pains are taken to secure the services of the ablest instructors; and why should music be made an exception to the rule? Can a student ever become an artist under the teaching of one who is a mere day-laborer in his profession, and who plies it as a workman does his trade, regarding it only as a milch-cow that affords him rich nourishment? Certainly not. Instead of seeing his pupils look up to him with affectionate reverence, such a teacher must, in the presence of a student who has had the good fortune to be reared by cultivated parents, often have occasion to blush over his own defective culture. He will inevitably dampen the ardor and blunt the sensibilities of his pupils, instead of developing to the utmost their God-given powers, and training to greater delicacy their sense of the beautiful. Parents should see to it that their gifted children do not fall into the hands of such a teacher.

In the case of a gifted student of music whose general education has been neglected, through misfortune or otherwise, the services of a thoroughly competent instructor are of still greater importance. The teacher should be able to supply from his own stores of knowledge whatever may be lacking in the acquirements of his pupil. He should make good, as far as possible,

the deficiencies that might prevent his pupil's success in the intellectual and æsthetical career to which he has devoted himself. He will not content himself with urging the necessity of diligence in studying the music itself; but will continually insist upon the importance to the musician of a liberal education—of a good knowledge of the sciences and the languages; and he will do all in his power to secure to his pupil this thorough cultivation of all his mental faculties. If the teacher stands on the same level of intellectual and moral culture as his untrained pupil, how can he hope to elevate him—even if the teacher at all entertains the idea that it is his duty to do this?

We trust that we have said enough to show that great care is needed in the selection of a singing-master—one to whom so much must be entrusted. Parents should be sure that the master possess in an eminent degree the traits of character which are most likely to exert an ennobling influence upon both the minds and hearts of those committed to his care.

[For The North Carolina Teacher.]

THE GRAND LAMA—A LLAMA.

BY MISS M. F. DICKSON, MORGANTON, N. C.

What children do not know is often as surprising as what they do know; and with one thing or the other they enliven the monotony of a teacher's life considerably.

A class in geography, having the lesson on Asia, once recited to me—"Lassa, the capital, is the residence of the Grand Lama, or head of the Buddhist religion," with a correctness that did not prevent a curious blunder. The section containing this coming, as teachers of Maury's Geography will remember, immediately under a picture of a camel loaded with the pot, pans, and heterogeneous household furniture of a "Mongolian Emigrant,"

I was not at all surprised when I asked "Well, what is the Grand Lama"? to have the head girl answer, "Why, there's a picture of one"! or to have her neighbor correct her, "Oh, no, a llama is a great deal smaller than a camel." That was their idea of the head of the Buddhist religion!

The same class once gave me an equally funny definition of the "prizes" that John Paul Jones got in such a short time.

Yet they were bright children of twelve and thirteen, and often surprised me in the beginning of an elaborate explanation by knowing all about it.

It is the object of this article to call the attention of teachers to the fact, that children do often either fail to understand, or else misunderstand, the lessons they recite. They get so readily the habit of memorizing without understanding, that a few judicious questions after a perfect (!) recitation will sometimes elicit an amazing amount of ignorance. The exceedingly terse and compact wording of rules and definitions is often confusing to children. The "examples," too, seeming to them a part of the rule, do not always explain; these should be supplemented with examples taken from their own life and talk.

I remember a class who were puzzled by the very simple and uninteresting matter of "explanatory modifiers," until I began to make sentences about themselves; "Lizzie, the girl in the red sack, had four mistakes on her slate." "Annie, Mr. Wallace's daughter, gave me an apple," &c.

There is no comparison between teaching a *young* class to say "tall is an adjective, because it is a word joined to a noun to modify or limit its meaning"; and, "tall is an adjective because it tells *what kind*." They can be taught to test any adjective, or even a phrase or clause used as an adjective, by putting it with a noun to see if it will tell what kind.

In like manner it seems to me better for them to define an adverb as a word that tells how, when, where, or why, than to give the exact definition in the grammar.

There may seem to be no difference between using an example in a book about "A merchant," and making one of a similar

kind, giving the name of a merchant known to the class; but the last makes it much more real to them.

Explanations should not be after the dictionary fashion—"short, and to the point," they need to be made interesting and should help to connect their school-book knowledge with that gained from other quarters. It is well to pause over a lesson on the desert for a few minutes' talk with the class about the journeys of the Israelites over the Arabian desert, and the comfort to them of the shade and coolness of the pillar of cloud by day, and the necessity of the pillar of fire by night, in a country where there could be no artificial light.

It is worth while, too, to show them that when they speak of the nomadic life of the Arabs, they are giving the fulfillment of a prophecy which they heard long ago in a Bible story—"Ishmael shall be a wild man dwelling in tents."

It is a bad habit to use the questions in the book, and, except with an occasional definition or rule, to allow the children to memorize word for word.

Often their stumbles in the attempt to answer in their own words will show where help is needed.

All this is hard work, but it *pays*; and when, by dint of a great deal of work, with many arts and devices of interesting explanation, you have brought a class up to the point of insisting on understanding and asking for explanations, then—and not till then—you can feel that they are really learning.

STATESVILLE FEMALE COLLEGE.

This rising school in the west fully merits the reputation it has already attained of being a live school—up to the times—thorough—practical.

Miss Everitt, in addition to being an accomplished and experienced teacher, has been fortunate in selecting for her associates

teachers of high grade—North Carolina ladies who have perfected themselves in their several departments at the best schools in New York and New England—such as Amherst and Wellesley. Indeed it is rare to find such harmony between principal, teachers and pupils.

The boarding department is faultless—a home school.

A striking feature is the Timely Topic Club, at which is discussed, by teachers and pupils, the topics of the day—such as the Mormon question, Indian question, Blair educational bill, &c.

Quite original is the use of their weekly paper, *The Landmark*, as a text-book one day in each week.

The instruction in the Rhetoric class is altogether out of the old beaten tracks—pupils having to keep daily journals, write biographies of each other, parodies, poems, and carry on original correspondence of every description—getting a preparation for social duties as well as the practical business of every-day life.

Sufficient prominence is also given to the ornamentals.

Music taught by an accomplished musician from the Boston Conservatory of Music.

The progress in Art is remarkable—particularly in china-painting. Ladies with a taste for exquisitely decorated china will do well to examine that done in the studio of Statesville Female College.

Success, say we, to Miss Everitt and all such institutions in our beloved State.

EDUCATIONAL NOTES.

CLYDE, Haywood county, has just completed a handsome brick academy building.

DURHAM GRADED SCHOOL, Professor E. W. Kennedy, Superintendent, has enrolled 489 pupils this session.

NEW GARDEN SCHOOL, Guilford county, Professor Joseph Moore, Principal, has 130 students in attendance.

THE PUBLIC and private schools of Raleigh have enrolled at this time 2,943 pupils—1,259 whites, and 1,684 colored.

GILLIAM'S ACADEMY, Morton's Store, Alamance county, Mr. John W. Gilliam, Principal, has an enrollment of 40 pupils.

LIBERTY ACADEMY, Randolph county, in its first session, has enrolled 107 pupils. Professor T. M. Robertson is the efficient principal.

MOUNT OLIVE HIGH SCHOOL, Wayne county, Professor W. J. Scroggs, Principal, assisted by Miss L. Frank Houston, has 105 pupils.

OAK INSTITUTE, Mooresville, Iredell county, Rev. T. L. Triplett, Superintendent, has 133 students enrolled. The fall session will open under different auspices.

GRANGE HIGH SCHOOL, at Aulander, Bertie county, Mr. J. B. Newton, Principal, has a large attendance, and the management is highly satisfactory to its patrons.

ALBEMARLE ACADEMY, Stanly county, Professor H. W. Spinks, Principal, is enjoying an unusual degree of prosperity, having on its roll this session 108 students.

PIGEON RIVER HIGH SCHOOL, Haywood county, is under the efficient management of Professor L. E. Mahaffey. We are pleased to learn this school is rapidly growing in popularity.

WINSTON GRADED SCHOOL, Forsyth county, Professor J. L. Tomlinson, Superintendent, will close its session May 7. The graduating class numbers sixteen—twelve girls and four boys.

INSTITUTE SCHOOL, Lenoir county, is now making fine progress, with Mr. G. W. Mewborn, Principal, and Miss Lidie Kennedy, Assistant. A good school and deserving of liberal patronage.

YADKIN MINERAL SPRINGS ACADEMY, Palmersville, Stanly county, is doing well under the new management of Professor C. F. Remy, Principal, assisted in the musical department by Miss Banks Hankins, a graduate of the Southern Normal at Lexington.

STEPS ARE being taken for the erection of a graded school building at Durham. The sum of \$15,000 has been raised for that purpose. The committee hopes to open the next term in the new building.

SHELBY HIGH SCHOOL, Cleveland county, is under the management of Professor R. J. Davis and Mrs. J. T. Gardner. Over seventy pupils have been enrolled, and its patrons are well pleased with the school.

SANDY RIDGE ACADEMY, Stokes county, has secured the services of Miss Dora L. Phlegar, a highly accomplished lady of Jacksonville, Va., as Principal. Miss Phlegar is a graduate of Staunton (Va.) Female College.

GLENWOOD HIGH SCHOOL, Johnston county, for males and females, will open its fall session July 19, under the management of Professor D. L. Ellis (Uni. Nashville), Principal, assisted by Miss W. A. Carver as teacher of music.

ENOCHVILLE ACADEMY, Rowan county, is enjoying a session of great prosperity with Mr. F. B. Brown as Principal, assisted in the music department by Miss Essie Slough, of Concord. The Academy has been thoroughly renovated and furnished with new desks, &c.

SHAW UNIVERSITY, Raleigh, Rev. H. M. Tupper, D. D., President, has just added a wooden building 50×30, two stories high, for a mechanical shop. This will be thoroughly equipped with all necessary machinery, where the students will be taught all kinds of mechanical work.

KINSTON GRADED SCHOOL, Lenoir county, Professor Geo. A. Grimsley, Principal, is gradually acquiring a library by means of penny collections. Over five hundred volumes have been procured at a cost to the school fund of \$25. We commend this plan to other schools needing a library.

SPARTA INSTITUTE, Alleghany county, Rev. S. W. Brown, Principal, has an enrollment of 82—47 of whom are boarders. The spring session will close May 20th, with a literary address

by Honorable S. M. Finger, State Superintendent of Public Instruction. The course of study in this institution is well arranged and thoroughly taught.

HUNTERSVILLE HIGH SCHOOL, Mecklenburg county, Rev. W. W. Orr, Principal, is reported in better condition than ever before. One hundred and fifty-four pupils have been enrolled this term, giving employment to five accomplished teachers. A new brick building 85×50 has been erected at a cost of \$6,000, and will be ready for occupation by next fall.

LEAKSVILLE PRACTICAL HIGH SCHOOL, Rockingham county, Professor B. W. Ray, Principal (assisted in the primary and intermediate department by Miss Helen Betts, and in the music department by Mrs. Mary J. Berton), is in a highly flourishing condition and numbers over eighty pupils. The trustees are speaking of erecting a new building by the opening of the next term.

TENNESSEE FEMALE COLLEGE, at Franklin, Tennessee, of which Professor M. Thomas Egerton and wife are Principals, was burned a few weeks since. We sincerely sympathize with our friends in their great loss. Professor Egerton took immediate steps to resume his work in a rented building until he can rebuild. The building was capable of accommodating 200 pupils, and was fully insured.

THE TEACHERS' CONGRESS, which met at Lake De Funiak, Fla., the first week in March, proved a remarkably successful and enjoyable assembly. Several hundred teachers and superintendents from all parts of the country were in attendance. Three hundred were present from Florida alone, some of whom showed their zeal by travelling twelve hundred miles to attend. Superintendent T. J. Mitchell, of the Charlotte Graded Schools, was in attendance. His addresses were reported as "eminently practical, sensible, and satisfactory to all."

WAKE FOREST COLLEGE, Wake county, has enrolled 180 students—there being now in attendance 170, the largest number in the history of that institution. Lectures have been recently delivered there by C. S. Wooten, Esq., of LaGrange, on the "Nature

and Theory of Government"; by Professor W. L. Poteat, on the "Reign of Law," and by Dr. Thomas H. Pritchard, D. D., on "The Literary Attractions of the Bible." The campus has been greatly improved by the planting of hundreds of shade trees, shrubs and flowers.

LEONARD MEDICAL SCHOOL, Shaw University, Raleigh, is the first of its order established in the South for the colored race. It is under the supervision of Rev. H. M. Tupper, D. D., President, assisted by a faculty composed of Dr. James McKee, Dr. A. W. Knox, Dr. W. I. Royster, Dr. R. H. Lewis and Dr. K. P. Battle, Jr., of the Raleigh Academy of Medicine. The address on the occasion of the first Commencement, March 31st, was delivered by Dr. Eugene Grissom, Superintendent of the Eastern Insane Asylum of North Carolina, and was greatly enjoyed by a large audience. At the close of the address the degree of Doctor of Medicine was conferred on the following graduates, who had just completed with distinction a four years' course, viz.: L. S. Scruggs, Liberty, Va.; M. S. G. Abbott, Quinncmont, West Virginia; James H. Bugg, Augusta, Ga.; M. T. Pope, Rich Square, N. C.; A. T. Prince, Bennettsville, S. C.; and J. T. Williams, Charlotte, N. C. The valedictory address was delivered by Dr. L. S. Scruggs. Medals were awarded Drs. Scruggs and Pope for proficiency in special departments. These are the first colored physicians regularly graduated in the South.

TAKE CARE OF THE MINUTES.

Take care of the minutes, they are priceless you know,
Will you value them less that so quickly they go?
"It is but a minute," the trifler will say;
But minutes make hours, and hours the day.

Take care of the minutes; they come and are gone;
Yet in each there is space for some good to be done.
Our time is a talent we hold from above:
May each hour have us richer in wisdom and love!

IN THE SCHOOL-ROOM.

[For The North Carolina Teacher.]

NUMBERS.

BY EUGENE CUNINGGIM, OF NORTH CAROLINA.

SUBTRACTION.

1. Concrete work—with toothpicks in ones, tens, hundreds, previously counted and bundled by the pupils, hundreds being bundles of ten tens.

2. Develop in order the following ideas, going slowly from point to point, and having the pupils *do* the work with the toothpicks, and at once *tell* exactly what they have done:

- (1). Visiting.
- (2). Borrowing.
- (3). Changing.
- (4). Placing.
- (5). Taking away.

3. Drill for a lesson or so in the actual performance of these operations with the objects, and the exact telling of the story by the pupils—somewhat as follows, supposing, say, 533 represented on your table with toothpicks:

T.—“John, take Sam 5 ones, please.” John comes to the tables, *does* and *talks* as follows (the whole process having been previously developed by the teacher, and the pupils having been told nothing—both ideas and terms having been drawn from the pupils): “I go to ones and do not find enough of them; so I go to tens (visiting) to get a ten (borrowing), and it leaves 2 tens there. I pull off the rubber and make 10 ones of one ten (changing). I put the 10 ones with the 3 ones (placing), and they

make 13 ones. Now I take 5 ones from the 13 ones (taking away), and it leaves 8 ones."

T.—"Very well done, John. Now, Jenny, you may take Bessie 7 tens." Bessy goes through the same process of *doing* and *talking* the same operation as before, using this time tens and hundreds, being interrupted by the teacher as little as possible, and being, too, allowed as much latitude in language as is consistent with the order and accuracy of the five ideas to be developed.

4. The same analysis may be used with figure work.

5. After a lesson or so, drop the analysis, and simply subtract, *diminishing* the order of units in the minuend by 1 in each case of borrowing, and making no return anywhere.

6. Note that any other process of subtraction cannot be duplicated in *number work*, and hence is not mathematical.

7. Abandon concrete work as soon as possible—*when your pupils have learned to think figure work in number processes.*

PECULIAR PROPERTIES OF THE NUMBERS 37 AND 73.

The number 37 is one which being multiplied by each of the figures of arithmetical progression, 3, 6, 9, 12, 15, 18, 21, 24, 27, all the products which result from it are composed of three repetitions of the same figure; and the sum of these figures is equal to that by which you multiplied the 37.

37	37	37	37	37	37	37	37	37
3	6	9	12	15	18	21	24	27
<hr/>								
111	222	333	444	555	666	777	888	999

The number 73, multiplied by each of the numbers of arithmetical progression, 3, 6, 9, 12, 15, 18, 21, 24, and 27, the six products which result from this multiplication are terminated by one of the nine different figures, 1, 2, 3, 4, 5, 6, 7, 8, 9. These figures will be found in the reverse order to that of the progression.

GOOD ADVICE.

Think the good,
And not the clever;
Thoughts are seeds
That grow, forever
Bearing richest fruit in life;
Such alone can make
The thinker
Strong to conquer in the strife.

Love the good,
And not the clever,
Noble men!
The world can never
Cease to praise the good they've done.
They alone the true
Who gather
Harvests which their deeds have won.

Do the good,
And not the clever,
Fill thy life
With true endeavor;
Strive to be the noblest man,
Not what others do;
But rather
Do the very best you can.

—James H. Hoadly.

Dare to do right ! dare to be true !
The failings of others can never save you ;
Stand by your conscience, your honor, your faith—
Stand like a hero and battle till death.

"HAD BETTER."

In THE TEACHER for April, J. M. White asked "C" and myself to help him parse the following sentence: "We had better take what we can get." And, as an incentive for so doing, he offers us his services gratuitously in parsing the expression "had ought." If we were allowed to recast the idiomatic expression "had better," there would be no difficulty, but I suppose that this is the "hitch," and, no doubt, brother White will allow us to impose the same restriction on him in parsing "had ought." Therefore, we require him to parse the veritable "had ought" without any change whatever.

I will now tell the predicate, &c., of the sentence in question; "Had" is the predicate, the principal verb, and "better" an adverb; "take" a verb in the infinitive mood, without the usual sign *to*, and having for its object the omitted antecedent of "what," and the relative "what" is the object of "can get." I hope I have succeeded in making it "plain."

MCA.

ELLEREE SPRINGS, N. C.

MEMORY GEMS.

The pupils of every school should be compelled to memorize at least one literary gem each week. What a mine of golden grains would thus be accumulated during the school days!

Good intentions are no excuses for bad actions.

—South.

Every great movement in the world is the triumph of enthusiasm.

—Emerson.

Every one that flatters thee
Is no friend in misery.

—Barnefield.

Think well before you pursue it,
But when you begin go through it.

—*Anon.*

The end of learning is to know God, and out of that knowledge to love Him and to imitate Him.

—*Milton.*

Our remedies oft in ourselves do lie
Which we ascribe to Heaven.

—*Shakespeare.*

Uneasy lie the heads of all who rule,
The most so is his whose kingdom is a school.

—*O. W. Holmes.*

Attempt the end, never stand in doubt;
Nothing is so hard but search will find it out.

—*R. Herrick.*

Towers are measured by their shadows, and great men by those who are envious of them.

—*Chinese.*

SOME GRAMMAR.

“We had better take what we can get.” Gould Brown says, “had as lief,” “had better,” “had rather,” &c., are idiomatic expressions equivalent to would. “Had” is past tense of “have,” and cannot be used to express an action in the present, or implied future, therefore it seems wiser to pronounce the sentence incorrect, and write “It would be better to take what we can get.” “To,” the sign of the infinitive, is not omitted after “had” when used as a principal verb.

Will McA parse the name of Geo. McDonald’s last book, viz.: “What’s Mine’s Mine”? C.

KEEP TRYING.

If boys should get discouraged,
At lessons or at work,
And say, "There's no use trying,"
And all hard tasks should shirk,
And keep on shirking, shirking,
Till the boy became a man,
I wonder what the world would do
To carry out its plan?

The coward in the conflict
Gives up at first defeat;
If once repulsed, his courage
Lies shattered at his feet.
The brave heart wins the battle
Because through thick and thin,
He'll not give up as conquered—
He fights, and fights to win.

So, boys, don't get disheartened
Because at first you fail;
If you but keep on trying,
At last you will prevail;
Be stubborn against failure;
Try! Try! and try again;
The boys who keep on trying
Have made the world's best men.

—*The Advance.*

THE PRECOCIOUS boy had just been inducted into the mystery of *double a*, *double o*, etc., when he came upon the following sentence in his First Reader: "Up, up, John, and see the sun rise!" What was more natural than that he should proudly read it, "*Double up, John, and see the sun rise!*" Yet all the children laughed, and the teacher could hardly suppress a smile.

NORTH CAROLINA TEACHERS' ASSEMBLY.

THE TEACHERS' READING CIRCLE.

The interest in this very popular and valuable association of our teachers for mutual improvement, continues to grow and widen. The membership is now quite large, and every one is enjoying this method of systematic reading with a special view to professional improvement. It is a pleasant reflection that each teacher is reading the same course simultaneously, and this unity of plan and effort makes the Circle more efficient and attractive.

There will be a good number of competitors in the examinations for the medals, which will occur during the session of the Assembly, and the examinations will be equally instructive to those who do not compete.

The special addresses upon the various subjects in the course of reading, by some of the ablest educators in the State, will afford great enjoyment to the entire Assembly. Each address will be followed by pleasant and informal discussion, in which all are invited to participate, and thus will be brought out the most instructive and valuable points in each subject.

REV. T. DEWITT TALMAGE, of Brooklyn, will spend some time at Asheville this summer, and a special invitation has been extended to him to address the Assembly.

THERE HAVE been many improvements at Black Mountain since last summer, and the new management of the hotel promises to make each member of the Assembly comfortable and well pleased in every way.

THE CERTIFICATES OF MEMBERSHIP will be issued to members up to as near the date of the session as possible, but it will be better to procure them at once while it is convenient, and thus possible disappointments may be avoided.

TEACHERS CAN become members of the Assembly at any time up to the date of the session. After June 21st membership can be obtained only upon application to the Assembly at Black Mountain. It is better to arrange everything beforehand, as it saves trouble and delay.

THERE WILL be some extra points of interest for the teachers to visit this summer during the Assembly. The elegant new hotels at Waynesville White Sulphur Springs, Warm Springs and on Battery Porter at Asheville will be completed and each will offer reduced rates to members of the Assembly who desire to spend a day or two at those places. The round trip fares from Black Mountain to Waynesville or Warm Springs will be \$1.50; to Asheville, 50 cents, and to Round Knob, 40 cents.

PROFESSOR W. G. RANDALL, Principal of the High School at Marion, will give a series of lessons in free-hand and ornamental drawing at the Assembly. Professor Randall has devoted a great deal of time to this branch of teaching and is a thoroughly competent instructor, and we are sure the teachers will appreciate these lessons as elementary drawing is now becoming almost a necessity in every school, public or private. There is a strong indication that drawing will soon be added to the public school course in this State as it is already in many other States.

MISS EMILY M. COE, of New York, who has been engaged for the Teachers' Assembly, at Black Mountain, this Summer, is the originator of the American Kindergarten System. She has been for several years and is now principal of the Normal Kindergarten Training School of New York City, and she has been constantly improving her system and blending it with the Public School work in America. She now enjoys a national reputation, and will give to the Assembly such a course of instruction as will prove invaluable to every ambitious teacher.

THE FOLLOWING will be the Assembly rates of railroad fare for round trip tickets from some leading points in the State, for the special train of June 22d: Goldsboro, \$9.30; Raleigh, \$7.80; Chapel Hill, \$7.05; Durham, \$7.05; Winston, \$7.20; Greensboro, \$5.40; High Point, \$4.90; Concord, \$4.55; Charlotte, \$5.60; Salisbury, \$5.20; Wilmington, \$8.90; Tarboro, \$11.00; Wilson, \$10.00; Monroe, \$4.95; Wadesboro, \$5.70; Hamlet, \$6.50; Wake Forest, \$8.30; Henderson, \$9.10; Weldon, \$10.70; Portsmouth, Va., \$12.00; New Bern, \$11.00; Kinston, \$10.10; LaGrange, \$9.80. Rates from other points will be in the same proportion.

ONE OF THE most pleasant features of the trip to the Assembly will be the delightful ride on the special "Chautauqua Train," as the railroad authorities have been pleased to name it. Such a select crowd of intelligent and congenial people on one train affords splendid privileges of acquaintance and social intercourse which no one can fail to enjoy. Besides, the gorgeous beauties of a ride across the Blue Ridge mountains are far more attractive when witnessed in company with others who can also appreciate these things than when we see them alone. Teachers are very social people and a large number of them riding from two to three hundred miles on the same train renders further introductions to one another at the end of the journey almost entirely unnecessary.

SEND YOUR fee for membership to Mr. R. S. Arrowwood, Treasurer, Concord, N. C., and he will furnish the certificate of membership for 1886. No person can purchase the cheap railroad ticket or obtain the reduced rates at Black Mountain Hotel or at any other hotel in the west, except on presentation of the Certificate of Membership for this year. All the large reductions from regular rates are made expressly for the Assembly and the certificates are issued for the protection of the organization and the corporations which have so liberally favored the Assembly. This company of teachers and friends of education is one of the most cultured and *elite* associations of high-toned and conscientious men and women that is to be found in America, and

such delightful social and intellectual enjoyments as the Assembly gives to its members are to be secured in but few other gatherings of which we have any knowledge.

THE TEACHERS' BUREAU, which has been of such practical aid in securing positions for teachers, will again be in operation during the Assembly, and no effort will be spared in trying to find a good school for every good teacher. No charge whatever is made for any service rendered to teachers or school officers. During the past year more than a hundred good positions have been secured for teachers through this agency and the value of the Bureau is daily becoming greater. One of the main objects of the Assembly work is to render every possible aid to the brotherhood in securing pleasant and remunerative positions. This organized effort in behalf of one another is a most popular feature of the Teachers' Assembly, as it renders just such assistance as is always appreciated. The Secretary of the Assembly has received during the year many hundreds of letters inquiring about various teachers throughout the State, with a view to giving employment, and to each letter a careful and generally satisfactory reply has been promptly given, and in most cases the school has been offered to the teacher of whom inquiry was made. The magnitude of this correspondence can scarcely be realized except by the Secretary, but it is a pleasant work and the service is most willingly and freely rendered, and great satisfaction is felt by him at being in any way able to be of service to the noble band of men and women who comprise our honored brotherhood of North Carolina Teachers.

THE RAILROAD rates for the Assembly will be *one and a half cents* per mile each way for long distances. The tickets will be on sale two days before the date of departure, June 22d, and they will be good for six weeks. This is a liberal offer by the railroads, and we are sure it will be appreciated by every teacher in the State. Such an opportunity as is presented by the Assembly for tired teachers to make a good long visit to the mountains at very small expense, right in the midst of the summer season, is of untold value, and can be had from no other

source. To get the advantage of this special low rate, it will be necessary to go on the "Chautauqua Train" of June 22d. This train will probably be a "special," starting from Goldsboro at 12 o'clock M., reaching Raleigh about 2 o'clock. After spending several hours in the Capital city, visiting all the schools, public buildings and other places of interest, supper at the Yarrow House will be taken, and the train will leave for the west about 6 o'clock P. M. No change of cars will be made at Salisbury, and the schedule will be arranged on the Western Railroad so as to give full daylight for almost the entire trip from Salisbury, reaching Black Mountain at 8 o'clock for breakfast. No more delightful arrangement could be made for seeing the rare beauties of our western land and the splendor of our wonderful mountain scenery. Persons who desire berths in the sleeping-car should notify the Secretary of the Assembly in advance in order that they may be reserved. All persons along the lines of the Raleigh & Gaston, Raleigh & Augusta Air-Line, and Norfolk & Southern railroads will connect with the "Chautauqua Train" at Raleigh.

MEMBERS OF THE ASSEMBLY—CONTINUED.

Miss Barsine Osborne, Centre.	Miss S. E. Martin, Elizabeth City.
" Minnie Redford, Raleigh.	" M. Whitehurst, Tarboro.
" Lena Hall, Morton's Store.	" Lucy Happoldt, Morganton.
" Flora E. Shaw, Winder.	B. F. Williams, Winslow.
" M. J. Sparrow, Washington.	Miss M. E. Carter, Durham.
Mrs. A. V. Bennett, Mooresville.	" Elma C. Bennett, Mooresville.
Miss Minnie J. Bennett, Mooresville.	" Lelia E. Walkup, Walkersville.
J. L. Foster, Union Ridge.	J. C. Ellis, Mars Bluff, S. C.
Miss Maggie Melver, Oaks.	J. F. Spainhour, Globe.
R. J. Davis, Shelby.	W. T. Whitsitt, Gibsonville.
	C. F. Siler, Farmers'.

EDITORIAL.

MORAL TRAINING OF PUPILS.

There is a steadily growing demand for the moral as well as mental training of children in the schools. The teacher has entire control of the child about six or seven hours daily for five days in each week, and surely no better opportunity can be presented for directing the minds and hearts in the proper channels. Do not stop when the child has recited what was assigned to him as a lesson from the book, but teach him to think right, act right, talk right and have the right conceptions of life, of his relations to fellow-pupils, his parents, and to humanity in general. Teach him a proper respect for Christianity, the Bible and the laws of the land, particularly the distinctions between "mine" and "thine," the priceless worth of truth, politeness, and in this connection the other graces—gentleness, forbearance, patience and integrity. The teacher ought also to lay the foundation for a temperate life as regards the use of alcohol and all other hurtful stimulants. It is presumed, of course, that the teacher will train the children in all these things by example as well as by precept.

WE HAVE appointed good agents to represent THE TEACHER at several of the Summer Normals and Institutes, and we would be glad to have a few more agents for a little work in behalf of the magazine. Write to us for sample copies with offer of cash commissions, also our new and unparalleled Premium List. THE TEACHER is now so well and favorably known to the State that no further introduction is necessary, and an active agent is always pleased at the result of the canvass.

WE HAVE received, with thanks, from Prof. S. G. Atkins, Secretary, the minutes of the State Association of colored teachers for 1885. The next session will be held July 7th, 1886, at Kittrell Springs. The location is a very pleasant one, and there ought to be a large attendance of teachers. The proceedings of last session show that the Association is in good condition, with a prosperous outlook for the future. The list of members comprises many of the leading colored teachers of the State, and all are in earnest in their work. We most heartily wish the Association great success.

THE QUESTION of a permanent Normal College for North Carolina teachers is still a matter of great interest to the profession. The need for such an institution is apparent to all in the State who have given any thought to our educational condition and progress. In sister States where this kind of normal training is permanently provided for the teachers the improvement in all their educational interests has been highly gratifying, furnishing the very best argument that such an enterprise pays handsome returns upon the investment. We hope that our next Legislature will give that due consideration which the importance of this matter demands.

THE OUTLOOK for the passage of the Educational Bill in Congress is rather uncertain, with probabilities against it. There is clearly a majority for it in the House at present, but changes in the complexion are likely to occur before a vote is reached. The bill would be of very great benefit to the South and bridge us over many obstacles which are now obstructing our educational progress, but we believe that North Carolina will eventually surmount these difficulties by her own efforts, if we are to judge from the educational progressiveness which now pervades our State. Let no friend of education within our borders relax a single effort and the improvement will grow greater day by day even without Federal aid.

THE EDITOR now has in hand several applications for positions from first-class teachers, and he would be pleased to cor-

respond with County Superintendents or other school officers who have vacancies to fill. Any teachers who may know of schools desiring teachers will confer a favor upon the brotherhood by reporting such to us. THE TEACHER desires to be of practical benefit to every member of the profession, and it will at all times be pleased to render any possible aid in securing a good school for every teacher. There will be many changes of location by teachers during the summer, and a postal card giving notice of these, addressed to THE TEACHER, will be greatly appreciated. Besides, it may be the means of giving employment to some other teacher. Please keep this request in mind.

THE TEACHERS of the State owe much to the North Carolina press for valuable aid and co-operation in all educational interests. At no other time in the history of the State have our editors been more in sympathy with those who are training the youth of the land, and much of the splendid educational record which the Old North State is making at home and abroad is due to this invaluable aid which is given to the cause by the State press. Some of our leading editors have been wielding the pen for many years with honor to their journals and to their State, while a majority of them are young men, able, prudent and ambitious, and it is exceedingly gratifying to watch the manly and patriotic record which they all are making upon important matters of public interest, particularly those which affect the school system of the State.

HAVE TEACHERS ever realized how much the profession owes to the State, the country and to one another for the many facilities which are freely offered for their improvement? And in no other State of the Union are the advantages greater and more abundant than in North Carolina. The State provides thirteen excellent Summer Normal Schools, the counties hold admirable institutes, and in all of these the instruction is free to every teacher. Besides, the teachers themselves have provided a still greater means of improvement in their great Summer Assembly in the mountains, having the fourfold object of renewing the health, resting the weary mind and body, offering recreation after

the monotony of the school-room, and large professional improvement by social contact and consultation with the educational leaders of the State. The gatherings of our teachers are honoring the entire profession, and thus is each member of the profession being benefited by them, and while it is a great privilege is it not also the duty which teachers owe to the schools and to one another to add to the success and benefits of these gatherings by attending some of them?

ABOUT OUR TEACHERS.

- MISS ALICE HINES is teaching at Enfield, Halifax county.
MISS RENA BOYD is teaching at Middleburg, Vance county.
REV. J. B. POOL is teaching at Ellendale, Alexander county.
MISS MATTIE SIDES is teaching near Ripeto, Caldwell county.
MRS. LOULA K. TOMS is teaching at Shelby, Cleveland county.
MISS LUCY MORGAN is teaching at Haskins, Buncombe county.
MISS SUSIE WEBB is teaching at Warren Plains, Warren county.
MR. DAVID GURLEY is teaching at Pine Level, Johnston county.
REV. J. M. DOWNUM is teaching at Whiteville, Columbus county.
MRS. AZOR SHELL, JR., is teaching at Powellton, Caldwell county.
MISS LIZZIE THAGARD is teaching near Goldston, Chatham county.
MR. JOHN WARD is teaching near Herman's Cliff, Watauga county.
MISS LAURA WHITLEY is teaching at Ransomville, Beaufort county.
MISS ELSIE MERWIN has a good school at Chapel Hill, Orange county.
MR. M. A. WRIGHTSELL has been teaching in Guilford the past winter.
MISS FANNIE E. THOMPSON, is teaching at Chalk Level, Harnett county.
MISS MARY F. DICKSON has a good school at Morganton, Burke county.
MRS. A. V. BENNETT has opened a school at Mooresville, Iredell county.
MR. N. A. SINCLAIR has a good school at Manchester, Cumberland county.
MISS MAGGIE HOLLAND has opened a school at Lewisville, Forsyth county.
MR. JOHN BUCK is assisting at Frieden's Academy, Rev. J. L. Buck, Principal.
MAJOR L. D. ANDREWS is in charge of the Norwood Academy, Stanly county.
MR. CLARENCE MURRAY has accepted a position as teacher in the Wilson Graded School.

PROFESSOR R. H. FREELAND is in charge of a school at Bakersville, Mitchell county.

MR. S. J. TURNER is teaching at Loafer's Glory, near Bakersville, Mitchell county.

MISS ANNIE THOMAS, of Pitt county, is teaching near Lake Landing, Hyde county.

MISS BESSIE THOMPSON, of Clinton, is teaching at Elizabethtown, Bladen county.

PROFESSOR W. D. RUSH is Principal of Brevard Institute, Stanly's Creek, Gaston county.

MR. THOMAS DIXON, JR., will deliver the literary address at Rutherford College, May 26th.

MISS ADA GRAHAM, of Newton, is teaching a female school at Bakersville, Mitchell county.

MISS BESSIE EDWARDS has just closed a very successful term at Rocky River, Chatham county.

MISS MINNIE HAMPTON, of Statesville, has closed her school in Wilkes county and returned home.

MISS KATE DURHAM has been elected a teacher of the fifth grade in the Durham Graded School.

MESSRS. BETTIS AND STAFFORD are Principals of the Bakersville (Mitchell county) High School.

MISS MILDRED H. SMITH has a good school at Goff, Chatham county. Over seventy pupils enrolled.

SEVERAL of the lady teachers of Peace Institute, Raleigh, are arranging a vacation trip to Europe this summer.

REV. THEO. WHITFIELD, D. D., will deliver the annual address at LaGrange Collegiate Institute, June 15th.

REV. T. W. BABB, of Hertford, will deliver the address at the Greenville Male and Female Institute, June 15th.

MR. L. T. BUCHANAN, Principal of Hamilton (Martin county) Institute, has about seventy-five pupils enrolled.

MISS MILDRED SLOUGH's school, Concord, is quite full, and the teacher is awake to the interests of her pupils.

PROF. HUME, of the University of North Carolina, preached twice at the Second Baptist Church, Raleigh, April 11th.

PROFESSOR COLLIER COBB has reconsidered his declination and accepted the principalship of Wilson Graded School.

MR. THOMAS A. WHITTINGTON, of Reddie's River, Wilkes county, has removed to Blair, Washington county, Nebraska.

PROFESSOR L. E. DUNCAN will deliver the Commencement address at Yadkin Mineral Springs Academy, Stanly county.

PROFESSOR EUGENE BRANSON has accepted the Chair of School Methods in the Newton Normal School this summer.

MISS ANNA DEVANE, of Fayetteville, a "Chautauquan of 1885," has a nice little school at Harrell's Store, Sampson county.

MR. ZEB. A. MORRIS will deliver the annual address before the literary societies of North Carolina College, Cabarrus county.

PROFESSOR J. L. TOMLINSON has been re-elected Superintendent of the State Normal School at Winston, and it will open July 6th.

PROFESSOR J. R. FRAZIER, Superintendent of Public Instruction for Randolph county, is Principal of the High Point Public School.

REV. R. T. VANN, of Wake Forest, will deliver the annual address at the close of Moravian Falls Academy, Wilkes county, May 12th.

REV. R. A. YODER, the efficient Superintendent of Public Instruction for Catawba county, will shortly issue a map of that county.

MR. C. E. MCCULLOCH has accepted a position as assistant teacher in the literary department of Oakdale Academy, Alamance county.

REV. T. J. OGBURN will preach the sermon at the Commencement exercises of LaGrange Collegiate Institute, Lenoir county, June 15th.

REV. C. M. PAYNE has been invited to deliver the Alumni address for the two societies of Davidson College at the ensuing Commencement.

PROFESSOR W. D. TOY, of our University, delivered a highly interesting lecture at Chapel Hill on the 27th of March, on "German Universities."

MR. JAMES P. COOK (N. C. College), of Mount Pleasant, an experienced and successful teacher, has taken charge of the Concord Male School.

PROFESSOR NELSON B. HENRY, of our University, is delivering a free course of lectures on Pedagogics to a class of young ladies at Chapel Hill.

PROFESSOR L. E. DUNCAN, Principal of the Southern Normal at Lexington, Davidson county, has an enrollment of 185, with 140 now in attendance.

MR. C. R. OWEN has taken charge of the Pilot Mountain High School, Surry county. He is assisted in the musical department by Miss Mamie Owen.

MISS FETZER, Principal of Oakdale School, Concord, Cabarrus county, has an enrollment of fifty-six pupils. Miss Winifred Pratt assists the principal.

DR. R. H. LEWIS, President of the North Carolina Teachers' Assembly, expects to attend the National Teachers' Association at Topeka, Kansas, July 14th.

MISS ROSA McCORKLE has charge of the Music Department in Miss Bessent's school, Concord, and Miss Jeunie Gibson assists in the Primary Department.

MR. JOSEPHUS DANIELS, the talented editor of the *State Chronicle*, will deliver the annual address at the close of Liberty Academy, Randolph county, May 27th.

REV. H. W. BATTLE will deliver the Literary address at Thomasville Female College in June. He will also deliver the address at Judson College, Hendersonville.

REV. THOMAS HUME, D. D., Professor of English Literature at the University of North Carolina, will preach the commencement sermon at Thomasville Female College.

MR. L. SHURLEY, formerly Principal of Carolina Academy, Mecklenburg county, is now Principal of Ebenezer Academy, Rock Hill, York county, South Carolina.

MR. JOHN T. PARIS is enjoying a prosperous term with the school at Harmony, Iredell county, of which he is the principal. His enrollment is sixty-three, and increasing.

MR. W. T. WHITSITT has had charge of Highland School, Alamance county, this session. The enrollment has been larger than ever before, and the session a prosperous one.

SENATOR STANFORD, of California, has given his check for \$5,000 in aid of Zion Wesley College at Salisbury. President Price has raised, besides the above, \$20,000 for his college.

PROFESSOR ALEXANDER GRAHAM, Superintendent of the Fayetteville Graded School, has been appointed Superintendent of the State Normal School at Washington, Beaufort county.

PROF. H. W. REINHART, Principal of Beaufort High School, has been spending several days in the Capital city. He was cordially welcomed by many of his former pupils and other warm friends.

PROFESSOR W. S. CURRELL, Professor of English, Logic and Political Economy at Hampden Sidney College, Virginia, has resigned to accept a like professorship at Davidson College, North Carolina.

MR. W. F. TALLY, one of the most successful teachers of Randolph county, has gone to Ladoga, Indiana, to attend a session of the Normal School there, with a view of better fitting himself for his work.

MISS MARY S. HESTER has charge of a flourishing school at Winstead Female Academy, Person county. She is assisted by Miss R. J. Lanier, of Oxford, N. C., an experienced and efficient teacher of music.

MR. C. F. SILER's school at Farmers' in Randolph county, has enrolled sixty-five pupils. Miss Lucy Siler has charge of the Primary Department; Mr. V. C. Wood, Penmanship; and Miss Lula Bulla, Instrumental Music.

PROFESSOR J. T. ALDERMAN, County Superintendent of Davie county, has a very fine school at Fork Church, with the largest enrollment that the school has ever had. Miss Mary F. Hines and Messrs. B. K. Mason and J. M. Campbell are the assistants.

PROFESSOR J. T. CORLEW, Principal of the training department of the Charlotte Graded Schools, is doing most excellent work. The class is making rapid strides forward, and so enthusiastic have some of its members become, that extra lessons in the higher branches of study are being given for their benefit.

MR. S. G. ATKINS has sent us a neat pamphlet containing a journal of the fourth annual meeting of the North Carolina State Teachers' Educational Association, held in Raleigh last November. The journal includes the papers read before the Association, together with the address of Major S. M. Finger, State Superintendent of Public Instruction.

PROFESSOR CHARLES D. MCIVER, a graduate of the University of North Carolina, and one of the foremost teachers in the State, has been elected to a professorship at Peace Institute, Raleigh. Professor McIVER has had considerable experience as a teacher at Durham, and later in the Winston Graded School. THE TEACHER extends him a cordial welcome to the "City of Oaks."

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

“Arithmetic in former days said ‘one and one are two,’
 But now we have advanced so far that that style will not do;
 And blushing bride and happy groom, whose lonely lives are done,
 Say, with the parson’s full consent, that one and one are one”

MISS KATE SHEETZ, of the Morganton School, was married March 9th, to Mr. W. C. ERWIN, a rising young lawyer of Lenoir.

Earth may become like Heaven above,
 When every soul is ruled by love;
 And of all love, there’s none in life
 More heavenly than is given the wife.

MISS DORA W. FANNING, of the Durham Graded School, a Chautauquan of 1884-’85, was married on the 7th of April to Mr. EDWARD A. HEARTT, of Durham.

Dora has given her dainty hand—
On Love’s sweet altar plighted—
Receiving a Heartt at her command
And thus was Edward knighted.

NEW BOOKS OF INTEREST TO TEACHERS.

[Any of the books here noticed may be obtained of Messrs. Alfred Williams & Co., Raleigh, N. C., at publishers’ prices.]

SELECTIONS FROM LATIN AUTHORS FOR SIGHT READING. By E. T. Tomlinson. Boston: Ginn & Co. Price \$1.10.

A PARALLEL SYNTAX CHART of Latin, Greek, French, English and German, based on Logical Analysis. By Professor W. W. Smith and R. E. Blackwell. Boston: Ginn & Co. Price \$1.00.

CHOICE HUMOR FOR READING AND RECITATION. Compiled by C. C. Shoemaker. Philadelphia: National School of Elocution and Oratory. Price 30 cents.

NORTH CAROLINA SERMONS, Volume II, embracing sermons from some well known clergymen of the State. Edited by Rev. L. Branson. Raleigh, N. C.: Levi Branson. Price 50 cents.

FIRST STEPS IN LATIN, a complete course in Latin for one year. By R. F. Leighton, Ph. D. Boston: Ginn & Co.

ANDERSON’S FAIRY TALES. First Series. Classics for Children. By J. H. Stickney. Boston: Ginn & Co. Price 45 cents.

SONGS OF TRIUMPH, for Sunday-schools. Round or Character Notes. By Lorenz and Baltzell. Raleigh: Alfred Williams & Co. Price 35 cents.

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongue be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasures and our crown,
And our lost, loved ones, will be found again."

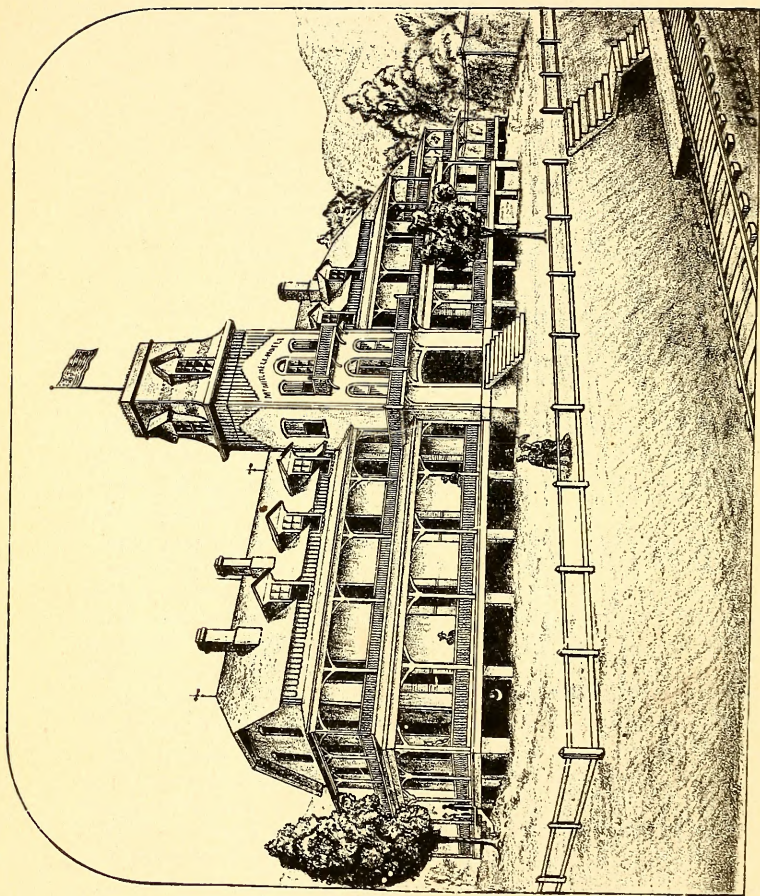
MR. W. T. HOLDERNESS, a native of Greene county, N. C., died at Fairyland, Texas, on the 25th of March. He was Principal of a school there of 150 pupils.

DR. J. H. SCARBOROUGH, Superintendent of Public Instruction for Jones county, died at Trenton, March 27th.

MRS. MARY BAYARD CLARKE, well known throughout the country as a lady of superior literary attainments, died at her home in New Bern on the 30th of March, and our whole State sheds a tender tear at its loss. Mrs. Clarke was not an active teacher, but for years she had been greatly interested in everything pertaining to the profession, and her valued contributions to the pages of THE TEACHER will long be remembered with pleasure.

PROFESSOR J. MONROE MADISON died at Pigeon River, Haywood county, April 4th, from wounds received by his own hands, or from an unknown assassin.

MISS REBECCA SHIELDS, of Scotland Neck, after a lingering illness died at her home on the 10th of April. This estimable young lady was a member of the Teachers' Assembly at its organization at Haywood White Sulphur Springs in 1884, and her gentle and cultured manners drew to her many warm friends who will be grieved at her untimely death.



SKETCH OF MT. MITCHELL HOTEL, BLACK MOUNTAIN, N. C.

(PREPARED EXPRESSLY FOR "THE NORTH CAROLINA TEACHER".)

PLACE OF MEETING FOR NORTH CAROLINA TEACHERS' ASSEMBLY, JUNE 22^d TO JULY 7th, 1886.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, MAY, 1886.

No. 9.

THE TEACHER'S LIFE.

BY ALFRED B. STREET.

The Teacher's life! most pure and high!
The opening mind with gems to store,
To upward point the wandering eye
When Youth's frail bark forsakes the shore.
The world its hollow plaudits bears
To glory won amidst its strife;
But deeper, loftier praise is theirs,
Who, honored, lead the Teacher's life.

The Teacher's life! the truest fame!
Not it alone the mind to fill!
The heart, God's grandest work, hath claim
Upon its wisest, loftiest skill.
To guide its erring feelings right,
Destroy the weeds that spring so rife,
While opening to the mental sight
New realms—this, this the Teacher's life.

The Teacher's life! not only know
Cities the blessings by it showered,
But where the fresh, pure breezes blow
O'er peaceful fields and ways embowered.
How oft the modest school-house there
Is seen, far, far from busy strife,
In God's own blessed sun and air,
The temple of the Teacher's life.

[For The North Carolina Teacher.]

EXAMPLE BETTER THAN PRECEPT.

BY WASHINGTON CATLETT, PRINCIPAL CAPE FEAR ACADEMY,
WILMINGTON, N. C.

A few days ago I was sitting reading a newspaper. I heard my little three-year-old son ask his mother for a paper. A few minutes after I saw him sitting in a rocking-chair "*reading*" the paper. I thought, as a teacher of youth, here is a lesson for me from the "mouth of babes." I pondered upon this simple occurrence and I became conscious of the great responsibility parents and teachers have thrust upon them.

Example is more forcible than precept. I remember a short time ago in conversation with a gentleman, old now, he remarked, "When I was a youngster I went to school to an old gentleman who was an inveterate chewer of tobacco, though it was against the rules for the boys to chew. The *old fellow* was one day out of tobacco, and like most slaves to tobacco he was ready to make any sacrifice to obtain the delicious weed.

"He called me to him and said, 'George, have you any tobacco?' 'Yes, sir,' said I, knowing by his manner that the possession of tobacco would not bring punishment and I pulled out half a plug of such tobacco as school-boys of my age generally chewed. The old man took a big piece, rolled the quid back in his mouth, and sat back in his chair with a beneficent smile upon the school. I felt happy; but I had been in my seat but a few minutes when I, too, was enjoying the delights of the weed, the forbidden weed, the smuggled weed, the oft-times-to-save-detection-swallowed weed. But now I felt privileged—I chewed in school."

The two occurrences made me more sensible of the fact that teachers need to be models.

What teacher can expect pupils to be prompt in their attendance when he himself is often tardy. If circumstances will that

a teacher be late he should deem it a duty to apologize to the pupils as much as he would deem it a necessity to punish those pupils who are tardy. A teacher has no right to be tardy.

The more experience I gain in teaching the more I am convinced of the great responsibility of a teacher, and of the necessity of having skillful men to guide youth. Our calling is sometimes ranked as "low middling," but it is our fault.

The men who often profess to teach, may be able to show how to add and subtract, to read and to write; but, oh! they fail to *educt* the living stamen, to insert the moral and refining pabulum. I am convinced that no one but a *gentleman* or *lady* is fit to teach school.

No man who is not a gentleman—yea, after Lord Chesterfield—is fit to be a teacher. He must know more than to teach Arithmetic, or Geography, or the Classics, or the Sciences, or Logic, or Morality; a rough Christian will not do. He must be a gentleman in instincts, in manners, in ideas, in his intercourse.

Oh! how often have I seen little beings taught by refined parents, sitting under rough teachers whose voice was coarse, whose manner was repulsive, whose very request was an ignominious order.

The little hearts full of love, and ready to do even menial duty if appreciated, were daily rendered coarse by the example of an unrefined teacher. It is imperatively necessary that true teachers cultivate a refinement of manners; and yet I dislike to use the word *cultivate*, for it must be born in one. A good heart is the foundation of good manners.

If one loves his fellow-man and would at all times avoid giving pain or inconvenience, he is naturally polite. He may not understand the conventionalities of society, though these two are necessary in the school-room, still he will be loved by his fellow-man—and children, keener critics than older heads, will love him.

How often has the child of some wealthy parent whose table is bounded by every silly limitation of conventionality come bounding in with all the exuberance of childhood's affection, with "Oh! mama, do ask Mr. ——— to take tea with us; he is

so nice!" and mama thinks he is not exactly "*au fait*," and says, "Well, sometime we may, my child."

And then again we have a teacher whose voice is harsh and repulsive; the children hear daily rough remarks and see rough manners. He preaches cleanliness, but practices habits fit for the instruction of hogs only. He reads homilies but enacts degradations. He lectures upon good morals and manners, and is constantly endeavoring to conceal immoralities and ill manners.

A teacher's work is a noble calling, one fraught with pleasures and pains—what life is without them?—the plastic mind of childhood is easily endeared—their little hearts are more loyal and responsive to kindness than older persons. They are willing to follow a lovable nature to the world's end; hence the importance of employing only refined teachers; hence the imperative necessity for school boards to avoid one who may be a skillful mathematician, or an orthodox disciplinarian, or a transcendental normalite, but lacking refinement and the God-given good heartedness which makes the gentleman. Teachers are so apt now-a-days to cultivate a tone of voice for teaching. They mollify and modify; they modulate and moderate—yet the sharp cut of the eye, the unkind turn of the mouth chill the little hearts, whilst the awkward gait and clownish movements make those little pieces of plasticity before them try to love and fail to find anything worthy of love in the hard teacher whom their parents have seen fit to give them.

This affected tone is as bad as paint on a woman's face, easily detected and rather detracting than adding beauty. Precept is worthless without example. A boy comes to school to learn something. The public cry is, that they learn nothing practical. So much is this the prevailing sentiment that many now-a-days think the only practical school is the so-called Industrial School.

The greatest subject for our true teachers to inculcate is elevation of mind, a belief that man is not a mere machine, a unit in a social whole, an atom in a chemical combination; he must be taught that he is not merely a "hewer of wood and a drawer of

water"; that he is not a railroad tie, or a car brake, a spinning-jenny, or a power loom.

The tendency of the times is to look upon man as mere horse-power engines. He has such a capacity measured in feet, pounds or degrees. It is the duty of teachers to instill a different theory. Manual labor can be the part of a gentleman as well as a so-called laborer. The teacher must show by example from beginning to the end that whatever is worthy to be followed may at least be looked for in him. But many teachers will say: "Then I am not fit to be a teacher."

Fellow-teacher, did you ever come out of school after a siege with a lot of stupid, unruly boys? Your patience has left you, and you have thrashed the whole lot; you have finally gotten through with your imperfect work, you lock up, go home, sit down worn out, disgusted, low-spirited, thoroughly conscious of a failure; you have tried to set an example, but whilst it was absolutely necessary to show coolness and good temper, you have given away. You now think you are unfit to teach. Ah! then comes the St. Paul's "I die daily," then the assurance, "when I am weak, then am I strong." Then is the time to brace up and return to school the following day with resolution to eschew precept and endeavor to be a living example for even the wayward pupil to follow and admire. There must be an ideal higher than he can reach, but always an ideal. He will find the road to perfection rugged, but the teacher without an ideal immensely high may never hope to come within the atmosphere even of perfection.

A bad boy can frequently be reformed by having confidence reposed in him. Let him do something that assists you or some pupil when you observe that he is inclined to be out of order. The nature of the work assigned to him must depend on the boy. Convert thus indirectly his propensity for doing bad into a desire to do good.

THE NEW ELOCUTION.

The reproach urged against elocution, says Professor M. T. Brown, is that it substitutes form for substance; makes "the how" to present thought and feeling more important than thought and feeling; that its tendency is to substitute the external of the personality, voice, gesture and other art forms for the true essence of sincerity and reality of the personality itself. And it seems to me that this reproach really lies at the door of a certain class of elocutionists who have failed to comprehend the breadth of the term "expression," and who are immersed in the forms and technique of the art. It will, perhaps, be thought paradoxical if I state it as my conviction that he only is an elocutionist who can forget elocution. And yet no one would find fault if I should say of a musician that he only is a pianist who can forget the toilsome technique of years and let the soul be free to use both fingers and the key-board. And so no one will find fault if he come to think about it, when I urge the point forced upon me by a study and practice of more than twenty years—that the chief use of technical training is to give freedom to the soul, that it may manifest itself through its bodily agents. So I am obliged to say, again and again, to those many thinking and reasonable persons who reproach elocution in the person of some roaring and gesticulating public reader: The thing you have in mind is not elocution. It is some other thing. The person you have heard read is not an elocutionist. He is another something. Suppose we define him as a "yell-ocutionist,"—one who sends out a very small message with a big voice!

I have made this preface to my talk upon the Delsarte philosophy, that I may emphasize my conviction that it is the half study of this art that has brought it into discredit, and to congratulate you upon the new philosophy of expression commonly recognized as the Delsarte philosophy. Is it a philosophy? If so, what are its grounds of support? What is there in it more and better than is found in the works of Walker and Vandenhoff and

Rush? After all deductions, we must credit Delsarte with an attempt to reduce the complex phenomena of expression to something like a science. He was the first in France to apply to the phenomena of human thought and feeling what is now recognized as "the scientific method." He put into teaching form what Darwin and Mantegazza put into philosophic form, and it is not a matter of wonder that what is known as the Delsarte method is now so prevalent in America as the basis for teaching expression; but it is a matter for serious regret that so much that is vague, if not positively vicious, as philosophy is covered by his name. His torch was a light moving into a darkness that could be felt. Death cut short the thread of a generous and determined search for the hidden springs that move men to expressive action. The formulæ of this master will lie as foundation stones of the new edifice that the near future shall build and dedicate to the memory of him who founded his philosophy upon the human nature of the being who epitomizes the kosmos and who is ever and always one in consciousness, three in manifestation, in whom one enfolds the three.—*The Voice*.

PRACTICAL EDUCATION.

JOHN E. EARP, PH. D., DE PAUW UNIVERSITY, INDIANA.

Practical education is fitness for some occupation whereby one may earn a living: ability to step out of the school-room into the machine shop, store, manufacturing establishment or other employment that brings money. Practical education stripped of all secondary ideas means ability to get money, to get it quick, to get it easy.

The demand for practical education is increasing. Fathers in sending sons to college object to certain studies as of no value to them: their sons are to be farmers or business men. The boys

themselves agree with their fathers. Schools are springing up on every hand which chime in with the song of parents and boys. They are ready to furnish the practical education in the form of teaching as a means of making a living, book-keeping as a means of livelihood, music and painting for the girls as a means of making money.

There is great good in all this. Young men who formerly lounged on the street corners, or sat and whittled on the dry-goods boxes are doing much better to learn book-keeping and thereby possess the capacity to create values. Farmers' sons who once spent their winter days at the town groggery have greatly improved their condition by becoming able to teach the country school. The vain and thoughtless girl who conceived that the world should work for her, wait on her, indulge her, serve her, she doing nothing in return except to smile and frown, is much better employed teaching the elements and combinations of beauty as manifest in color, form and sound.

But what shall we do with our money? What shall these young people, who have taken a long stride toward a better life, do with their money? A silly question, eh? "If I had plenty of money I'd have no trouble about spending it." Should you spend it in such a manner as to be satisfactory to you after it has passed away? Do men spend money well?

An unmarried man who earns \$70 per month as foreman in a mill, was always in debt. Suddenly he came into a fortune of \$10,000. He embarked in a hazardous enterprise and sunk not only his own fortune but considerable sums of money borrowed from friends and relatives. Did he spend his money wisely? What he needed more than money was an appreciation of obligation to creditors whose property he had, and capacity to determine exactly the risks of success and ruin in business affairs.

The theoretical education which many are inclined to ignore is designed largely to inculcate foresight, honesty, and to enable us to weigh in the balance the probabilities of success and failure: to teach that reasonable prudence which all should have who are charged with the responsibilities of property, life, and character.

Fifty years ago the farmer was thankful to get his grain to the market by traveling in his wagon thirty miles a day. Now he can get it off his hands in an hour. He has gained nine hours of time. What shall he do with these nine hours? The machinery which he now employs enables him to accomplish four times as much: to do as much as he and three others could do formerly. He has the power of four men. What shall he do with this three men's power that he has gained? Shall he raise hogs and corn? Then what? More hogs and corn? Is life never to reach beyond the raising of hogs and corn?

Now, the purpose of the theoretical education to which many seem averse, is to enable us with this extra time, to become like God himself, a spiritual being: a being who loves truth, goodness, beauty for its own sake. This is spiritual life. The everlasting routine of hogs and corn, hogs and corn, is but little above the life of the slave: simply a change of masters. The end of life is to make us free: free from the constraints of ignorance, ugliness, sin.

The purpose of vocation, trade, occupation is not money as an end, but money as a means whereby the products of our own toil and thought may be exchanged for whatever of good the rest of the world has.

How to determine what is good, what to buy with our money, and buy wisely, is determined by careful study of the ground principles of value. These things belong to the so-called theoretical education.

LEARN as if you were to live forever; live as if you were to die to-morrow.

So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low, "thou must,"
The youth replies, "I can."

—*Ralph Waldo Emerson.*

[For The North Carolina Teacher.]

WHAT SHALL WE CARRY?

BY D. L. ELLIS, NEW BERN GRADED SCHOOL.

There is a little rhyme beginning, "In the spring, the young man's fancy, Lightly turns to—," &c.

Now we might say, "In the summer, the teachers' fancy turns, not lightly, indeed, to thoughts of what shall I take with me to the Teachers' Assembly," and it is an important question, as many of us found last summer.

It is a noticeable fact that almost everybody takes too many things that they do not need. The writer had the pleasure (?), last summer, of helping to unload the baggage at Black Mountain, and it astonished him not a little to find many of the trunks "heavy as lead"; and even the burly brakeman and the hardy mountaineer were curious to know what in the world could be in those huge trunks. I suppose all of us are still ignorant of their weighty contents. The old Latins used to say, *Qui sua omnia secum portat non sapiens est*, and they were about right.

Now we do not wish to *move* when we go to Black Mountain, this summer, for we are to stay only about two or three weeks; so there is no earthly use of packing up two or three great trunks full of useless things that you will see only when you pack and unpack—all your pretty pictures and bric-a-brac, your dainty little boots and slippers, your elegant silks and satins, thirty or forty volumes of poems, thinking you will have lots of time for reading, &c., &c., &c.

But let one "who has been there" offer a suggestion or two as to a few things that he noticed a remarkable scarcity of last year, and which it would be well to have at a place like Black Mountain.

In the first place, have two kinds of shoes—just as many pairs as you please, but two pairs will be enough, if you are not a "professional" walker—one pair of broad, low-heeled, thick-

bottomed, easy shoes or boots; these are an absolute necessity for tramping up and down the hills and mountains. I need hardly mention the numerous sore ankles which were carried away from the mountains last summer on account of wearing improper shoes on the tramps. A second pair of shoes, of a more stylish kind, may be put on after a tramp, and one may affect just as much style at the hotel as he pleases; but on the mountains it is common prudence to wear a sensible shoe. This much to both sexes.

Now, gentlemen, don't bring all of your "swallow-tails" and "spikes" and leave all your cutaways and sacks at home. You will find that the less appendage a coat has the better you can manage it in the mountains. Have a pair or two of trowsers of strong material, and put your heavy overcoat and light flannels into your trunk. A close-fitting felt hat will not be out of place. Your "plug" may look well at a dress rehearsal. Let your stock of laundried linen be ample, for one day is a long time for a starched collar or shirt-front to "stand alone," especially if you walk far on a hot day among the mountains.

I wonder if the ladies will allow me to say a word to them about making up their outfit. I will try not to offend.

Ladies, we all expect you to look as pretty as you can—and there was not an ugly woman at Black Mountain last year, so far as I know—but you must be careful to be prepared to dress according to circumstances. For instance, if you are going to spend the night on Mt. Mitchell, you will need your winter flannels, gossamer and heavy wraps; if you wish to take a tramp to Catawba Falls, you will want a short, loose walking suit, including those broad, low-heeled shoes I told you about before. Your fine white mull, your elegant satin costume, and those petite French kids, with high heels, will be, oh, so nice! at the dress parade; but please don't start out from the hotel with such "moonshine" as that on you. And, if you enjoy a ride on horse-back, you will wish to have your riding habit along with you. Of course you will take a supply of needles, thread, buttons, string, pins, hooks and eyes, camphor, cologne, smelling

salts, soap, towels, tooth-brushes, and simple medicinal remedies, such as your grandmothers will advise you to put into your "medicine chest." And another thing you may need—I liked to have mentioned it to the gentlemen, but men are best off when they do not "tamper" with it—that is a flask of good, pure brandy, to be used in case of accident, such as I saw on the mountains last year, and not a drop of spirits to be had anywhere. We can trust you with it, ladies, so provide for an emergency.

The Assembly furnishes an abundance of entertainment for everybody; so it is not necessary to put your latest novels, your fancy work, your sketches, into your trunk, thinking that you will die of *ennui* if you do not have a lot of work and study to engage your idle moments. Buy a package of postal cards and have them ready, for you will not have time to write letters while at Black Mountain.

Now, if I have suggested anything that you did not think of as being useful at the Assembly this summer, just make a note of it, and be sure that you do not forget it when you pack your trunk in June. I have known people to be so absent-minded as to leave their purses at home when going on a pleasure trip. Now, it is true that we teachers do not have very much in our purses, either at home or abroad, but it is best to take them with us at any rate; we might need to buy something.

One thing more, and I will stop. Let every one who has any talent for music bring his instrument along; if you can play nothing but a Jew's-harp, why, don't be backward if called upon to perform, but do your best. We expect to have a grand musical club at Black Mountain this year, under Dr. Kürsteiner, and we want everybody to take part in the enjoyment.

But, friend, whatever you do, if you don't want to carry anything more than a paper collar and a straw hat as baggage, come to Black Mountain in June. Don't fail in that; we want everybody, from the owner of the mighty "Saratoga" packing box to the possessor of the modest, sensible little valise or small trunk, to come to our grand meeting this summer. Depend upon it, you will be sorry if you fail to go.

THAT DULL SCHOLAR.

Teachers are often troubled with peculiar pupils. They are either dull, or noisy, or stubborn, or wicked, and it is difficult to tell what to do with them. Frœbel was just such a boy. His teacher pronounced him idle and lazy—a boy that nothing could be done with. He hated formal lessons with which he was crammed, and was never so happy as when left alone with his great teacher, the woods. The result was he left school almost as ignorant as when he entered it. This is the statement of Payne.

From the same source we learn that Jacotot displayed some remarkable characteristics. He was what teachers considered an “objectionable” child. He always “wanted to know, you know,” why this thing was so and why that other thing was not. He was not at all adapted to the “methods intended to open the mind of a child like an oyster.” He refused to acquire all kinds of knowledge that could not be gained by his own efforts. He would not learn grammar by heart nor anything arranged for him by others. Everything he learned he taught himself. Authority was his enemy. Many other instances of rebellious children could be adduced, among which would be Sir Isaac Newton, Sir Walter Scott and Benjamin Franklin. They rebelled against “rote” teaching and “didactic” instruction. Their manhood was early developed and they stubbornly refused to have it crushed or dwarfed. What men they became! How the world admired their characters! Some have become great in spite of stupid teachers and formal methods, but many more have been made into small specimens of humanity. We offer the following advice:

1. Find out what makes the child bad. Correct it if you can. Go to the family, if it be possible, but at all events go to the very foundation of his nature.

2. Give him what he likes to do and enough of it. Keep in the line of his activities. If he is happy and busy, and not in mischief, do not fear.

3. Do not scold, but begin to say *must* as soon as you can. Say this not in words, but in manner and example. Keep him at one thing long enough to do it well, if it be nothing more than assorting beans, peas and corn, and making piles of each. Persist in forming habits of diligence, perseverance and constant industry.

4. Be careful to keep the knowledge that you are teaching him away from him. Make him think that he is "paddling his own canoe," as he certainly is if he is learning.

5. Get thoroughly into his confidence, and love him, if you can. If you cannot love the *whole* of him, love a little. Something about him will be good.

6. Get him to help you. It will help him more than it will aid you.

7. Ask his advice about little things in which his judgment will be likely to be good.

8. Show him occasionally that he is wrong and lead him to acknowledge it, *voluntarily*. It will help him mightily.

9. Govern his associations, reading, habit of being out at night, and mode of talking. Elevate his tastes. Read to him, and get him to read to you. You say, "O dear! who can do all this? It is the work of an angel." Well, try. Do as much as you can. The salvation of that child may be the crowning work of your life. Though he be the one ugly specimen in your collection, he may become the one polished gem in the diadem of your rejoicing.—*School Journal*.

WHEN the teacher observes that two or three are not present, he might introduce some pleasant little exercise out of the regular routine of work, which will be enjoyed by all, and about which they will afterward talk, so as to cause those who are late to see when they come that they have missed something interesting.

RESOLUTIONS OF RESPECT.

Whereas, since our last meeting, our worthy friend, GEORGE THOMAS ROUNTREE, has been removed by death; therefore be it resolved,

1. That while we bow in humble submission to the will of God in this bereavement, yet we deeply feel the loss of one whose services were so necessary in the work in which this Association is engaged.

2. That in the life and character of our brother, we recognize the good citizen, the true man, the faithful and efficient co-laborer in every good work, and example worthy of imitation.

3. That these resolutions be spread on the minutes of this session of the Association, and a copy thereof transmitted to the *Albemarle Enquirer*, of Edenton, and THE NORTH CAROLINA TEACHER, of Raleigh, requesting their publication.

4. That we tender to the bereaved family our sincere sympathy, accompanying this testimonial of our regard for the deceased.

Edenton, N. C.

W. B. FELTON,
MYLES W. ELLIOTT, } Committee.
H. C. PRIVITT,

THE USE AND ABUSE OF WORDS.

The word *use* is employed in the heading merely for the sake of euphony, for, though words were probably originally invented for the purpose of conveying ideas, yet the primitive intention is so seldom carried out now-a-days that even the word *use* in this connection is almost obsolete. But as to their abuse there is much to be said.

In the first place, there is the class of words known as Americanisms. Our English cousins ridicule us for "*guessing*" in the North and "*reckoning*" in the South; for saying "*tramp*" and "*loafer*" instead of *vagabond*, "*smart*" in the sense of *clever*, and for using the verb *fix* to express all manner of actions. But, familiar as these errors are to us, we are more intimately connected with the abuse of words in the school-room. Here a division into two parts may be made; the use of slang among the boys, and the use of adjectives among the girls.

Boys use slang because they think it is manly, and if they can prove it to be so, we would advise them to keep up the practice, for the school-boys of to-day will soon be the men of the United States, and we certainly want the government of our country to be in the hands of *manly* men.

As for the second division, Webster gives us an example of the adjective in the phrase, "A *wise* ruler." *Wise*, he says, is the adjective, describing the quality of the ruler. But, we regret to say, Webster is old-fashioned. Such an example might have answered in his day, but in the light of ours we see its absurdity. For, although in our grammars there certainly is the definition of such an article as the positive adjective, it is a thing rarely met with in ordinary conversation, and antiquated Webster's example in a modern dictionary would become "A *perfectly glorious* ruler," or something similar.

Lovely, defined "worthy of love," is a word used to express a variety of emotions. The "lovely view" seen from Mt. Mitchell vies with the "lovely hat" in the front pew at church, which, in turn, is only excelled by the "lovely turkey" at Thanksgiving. Girls at school are frequently quite overwhelmed with a sense of awe. For we hear of "awful fun," of "awful pretty" articles, and of a vague somebody or something being "awful mean." A girl describing a theatre lately, remarked at first that it was delicious. She next proceeded flatly to contradict herself by the declaration that it was "simply lovely." Further on, her opinion once more got the better of principle, for she asserted that it was "perfectly magnificent," and capped the climax by the exclamation, "Ah, it was immense!" We concluded that it must have been.

Now, why should a girl say simply that she is cold, when she may just as well say she is freezing? Or warm, when, at her command are all the rich stores lying in the expressions *baking*, *boiling*, *roasting* or *stewing*?

Yet there is truth in the statement that the gushing style of the writers of to-day cannot compare with the pure, classic diction of the authors of the past century. It is a very painful

fact, yet still a fact, that if we find *grandeur* in a beefsteak, we shall be at a loss to find an adjective to describe the Alps.

If the school-boys and girls of the present were to make an earnest, honest effort to uproot this careless extravagance of speech, is there not a possibility that the literature of the twentieth century, and even the future welfare of our country, would be the better for it?—*The Adelpian*.

• THE BLAIR BILL.

The recent action, with reference to the Blair Bill, ought to arouse the friends of Federal aid to education to greater exertion. Bright, however, as are the prospects, the battle will not be won without a struggle. The greatest educational crisis ever known in America is at hand, and it becomes all who desire to see an adequate system of public schools in their State, and the dark clouds of illiteracy dispelled, to do all they can to create a sentiment that will be felt at Washington.

Therefore, we, the teachers of the Lenoir County Teachers' Association assembled, having at heart the interest and welfare of the people of our county, State and of the United States, and the progress of our nation, do resolve,

1. That the passage of the Blair bill will be the means of providing for the education of the masses, upon which the future welfare and destiny of our State and nation depend.

2. That we hereby express our appreciation of the efforts of all Representatives who have labored to secure the passage of this bill, especially of the efforts of the Hon. J. W. Reid and Senator Vance, of North Carolina, and that we do what we can to create a popular sentiment in favor of this bill.

G. A. GRIMSLEY, } Committee.
H. C. BOWEN, }

On motion, these resolutions were adopted and ordered to be published in THE NORTH CAROLINA TEACHER and the *Kinston Free Press*.

Kinston, N. C., May 2, 1886.

EDUCATIONAL NOTES.

LINCOLN COUNTY TEACHERS' INSTITUTE will be held the latter part of July.

FRIEDEN'S ACADEMY, Gibsonville, Rev. J. L. Buck, Principal, closed April 23d.

SALEM HIGH SCHOOL, Huntly, Sampson county, Prof. Marion Butler, closed May 21st.

STEPS ARE BEING taken to establish a female school at Teachey's, Duplin county.

FAIR VIEW ACADEMY, Alamance county, Rev. Dr. York & Son, Principals, closes June 3.

THE FRIENDS OF MINGO HIGH SCHOOL, Sampson county, are preparing to rebuild that academy.

HORNER SCHOOL, Oxford, will close May 25, 26. Address by Judge H. G. Connor, of Wilson.

WILSON NORMAL SCHOOL will be superintended by Dr. H. E. Shepherd, with Prof. Collier Cobb as assistant.

WINSTON GRADED SCHOOL gave an entertainment at its close, from which was realized \$200 for its library fund.

EUREKA ACADEMY, Alamance county, Mr. J. R. Thompson, Principal, closed May 14. Address by Dr. Geo. W. Long.

ROCKY MOUNT GRADED SCHOOL, E. W. Wilcox, Principal, closed its spring term May 21st. Mr. John B. Lewis delivered the address.

TROY HIGH SCHOOL, Rev. B. G. Marsh, Principal, closed its most successful term May 20th, with an address by Rev. W. L. Wright.

BREVARD INSTITUTE, Stanly's Creek, Gaston county, Prof. W. D. Rush, Principal, closed May 18th. Address by J. R. Blair, Esq., of Monroe.

OAKDALE ACADEMY, Alamance county, Prof. J. A. W. Thompson, closed a successful term May 20th. Address by Col. L. L. Polk, of Winston.

ROWAN COUNTY TEACHERS' INSTITUTE will open July 26, and continue two weeks. Rev. F. J. Murdock and Prof. G. P. McNeill will conduct it.

HECTOR'S CREEK ACADEMY, Harnett county, Mr. G. W. Jones, Principal, closed May 21st, with a literary address by W. J. Peele, Esq., of Raleigh.

THE STATE BOARD OF EDUCATION offers for sale 35,000 acres of its swamp lands. These lands aggregate 250,000 acres and are in eight or nine counties.

GRANGE HIGH SCHOOL, Aulander, Bertie county, Mr. J. B. Newton, Principal, closes on the 4th of June, with an address by Rev. John Mitchell, D. D.

PEACE INSTITUTE, Raleigh, Profs. R. and J. B. Burwell, Principals, gave its fair pupils a delightful picnic at Morehead City during the Easter holidays.

IN THE SCHOOLS OF KINSTON, N. C., there are 900 pupils—the population of the town is 2,000! Who says that North Carolina is not ahead in education?

YADKIN MINERAL SPRINGS INSTITUTE, Palmersville, Stanly county, Prof. O. C. Hamilton, Principal, closed May 20th. Address by Rev. P. F. W. Stanley.

CATAWBA COLLEGE, Newton, held its Commencement exercises May 18–20. Annual sermon by Rev. C. M. Paine; literary address by Hon. Clinton A. Cilly.

THE JAMESTOWN HIGH SCHOOL, Prof. J. M. Weatherly, Principal, closes a very prosperous term on June 3d. Hon. J. A. Barringer delivers the literary address.

TRINITY COLLEGE has enrolled 145 students this year, against 105 last year, and 84 for 1884. We are glad to note the increasing prosperity of this excellent institution.

MOUNT VERNON SPRINGS ACADEMY, Chatham county, Mr. R. P. Johnson, A. M., Principal, will close with a literary address by Rev. C. T. Bailey, of Raleigh, May 27th.

GRAHAM NORMAL COLLEGE, Rev. W. S. Long, President, will have its closing exercises May 28th. The literary address will be delivered by Rev. W. W. Staley, of Suffolk, Va.

MILLS SPRINGS HIGH SCHOOL, Polk county, Mr. Z. T. Whitesides (Wofford College, S. C.), Principal, is the leading high school in the county. It has an enrollment of 105 pupils.

THE TEACHERS' TRAINING SCHOOL, of Charlotte, Prof. T. J. Mitchell, Superintendent; J. T. Corlew, Principal, held its annual Commencement May 6th. Nineteen young ladies graduated.

MORRISVILLE INSTITUTE, Wake county, Mr. Silas E. Warren, Principal, closes June 1st. The annual address will be delivered by Hon. S. M. Finger, State Superintendent of Public Instruction.

PLEASANT GARDEN ACADEMY, Guilford county, Prof. R. H. Broom, Principal, will close May 21st. Rev. T. J. Ogburn preaches the sermon and Rev. F. M. Shamburgh delivers the literary address.

THE TRUSTEES OF OAK FOREST ACADEMY, Caldwell county, have changed the name of the school to Hibriten Academy. Mr. Y. D. Moore, its accomplished principal, is spending his vacation in Pender county.

THE GRANGE HIGH SCHOOL, at Woodland, Northampton county, John W. Fleetwood, A. B. (Wake Forest College), and Miss Jessie O. Jones, Principals, will close June 18th, with an address by T. W. Mason, Esq.

DAVIDSON COLLEGE is in its 49th year. Its catalogue shows an enrollment of 115 students this term, representing six States. Commencement day June 17th; sermon by Rev. Dr. Girardean. Next session opens September 9th.

MOUNT OLIVE HIGH SCHOOL, Wayne county, Prof. W. J. Scroggs, Principal, will hold its Commencement exercises May 25-27. The annual address will be delivered by the erudite editor of the *Wilson Mirror*, W. H. Blount, Esq.

PIEDMONT SEMINARY, Lincolnton, Prof. D. Matt. Thompson, Principal, closes May 26th and 27th. Address by Rev. A. G. McManaway, of Charlotte. Enrollment nearly 100. The principal expects to move into his new building by the opening of next term.

THE BAXTER PHILLIPS MEDAL will be given annually for the best scholarship in the junior class of Greensboro Female College by Mr. J. J. Gill, of Laurinburg. It is established to perpetuate the memory of Rev. B. C. Phillips, who was called to his reward during the past year.

GASTON COLLEGE, Dallas, Rev. M. L. Little, A. M., President, will hold its Commencement exercises May 27, 28. Rev. E. Ronthaler, D. D., Principal of Salem Female Academy, will deliver the literary address. Enrollment for the term is 228, 123 of whom were boarders; 60 music pupils.

GREENVILLE MALE AND FEMALE INSTITUTE, Pitt county, Prof. John Duckett, Principal, is in its first session, and has enrolled 108, including representatives from three States, and five counties in this State. Prof. D. is ably assisted by Miss Mollie Moore, Mrs. E. W. Barksdale and Miss Bettie Warren.

ANSON INSTITUTE, Wadesboro, Prof. D. A. McGregor, A. B. (Davidson College), ranks with the highest and best schools in the State. The principal is assisted by the following accomplished faculty: Mr. J. W. Kilgo, A. B.; J. J. Burnett, A. B. (both of Wofford College, S. C.), and Miss M. L. McCorkle, a graduate of the Boston Conservatory of Music.

ST. STEPHEN'S INSTITUTE, Oxford, is one of the foremost seminaries in the State. Miss Bettie Clark, the principal, has had sixteen years experience as a teacher. She is assisted by an accomplished corps of five teachers. Latin, French, German, music and art is taught. The school building is capable of accommodating 100 pupils, and is fitted with the most modern desks and furniture.

WAYNE COUNTY TEACHERS' INSTITUTE will open June 2d, in the Graded School building, at Goldsboro, and continue until

June 22d. Prof. E. A. Alderman, Superintendent of Goldsboro Graded School, will conduct it, assisted by Prof. E. P. Moses, Superintendent of the Raleigh Graded Schools; Mrs. M. O. Humphrey and Miss Mary Robinson. An institute for the colored teachers of Wayne county will be held during the month of June, under the supervision of Miss Louise S. Dorr, assisted by Prof. C. N. Hunter and Mrs. Geo. T. Wassom.

CEDAR RUN ACADEMY, Alexander county, Messrs. J. J. and J. W. Hendren, Principals, closed May 21st. The sermon was preached by Rev. L. P. Gwaltney, and the address by R. Z. Litney, Esq.

PILOT MOUNTAIN HIGH SCHOOL, Surry county, Prof. C. R. Owen, Principal, assisted by Miss Mamie Owen in the music department, is in its first session. The school has an enrollment of 54. The principal has had considerable experience, having had charge of Franklin Academy and Trading Ford Academy, Rowan county, and Westfield High School, Surry county.

NEWTON NORMAL SCHOOL has secured the following faculty: Prof. M. C. S. Noble, of Wilmington Graded Schools, Superintendent; Prof. E. P. Moses, of Raleigh Graded Schools, lecturer on History and Geography; Prof. E. C. Branson, of the Wilson Graded Schools, lecturer on English Grammar and Methods of Teaching; Prof. H. R. Sandford, State Lecturer of New York, lecturer on School Organization, Management, etc.; Miss Nettie Cook, of Wilmington Graded Schools, Primary Department; Dr. J. M. McCorkle, lecturer on Physiology and Hygiene.

THE CATALOGUE of Kinston College for 1885-'86 shows a steady growth in efficiency and patronage. During the present year 167 students have been enrolled, representing four States, and fifteen counties in North Carolina. The Commencement exercises occur June 1-3, and the annual address will be delivered by Hon. Clement Manly, of New Bern. The founder and President of Kinston College is Dr. R. H. Lewis, the genial President of the Teachers' Assembly, and it is gratifying to the profession and the State to see the Doctor's success in both positions.

IN THE SCHOOL-ROOM.

TRUE NORTH CAROLINIANS.

FOR DECLAMATION.

BY T. B. KINGSBURY, EDITOR OF THE MORNING STAR, WILMINGTON,
NORTH CAROLINA.

North Carolinians cannot forget the past. Around their history cluster the memories of lofty patriotism and unsullied honor, of noble daring and high emprise. We do not believe that under heaven's canopy there dwell a people who are more heartily devoted to civil and religious freedom than our people are. They know well what sufferings and trials were encountered before freedom was established within our borders. They remember LIBERTY'S birthhour, amid perils and darkness—how she was born literally on an open field of battle and blood, amid hissing bullets and dying groans; they remember how fiery storms beat long upon her unsheltered and helpless childhood; they remember how, for one hundred years, she has been the guardian angel of the Republic; that under her beneficent protection and favor the thirteen infant colonies have grown into thirty-eight giant States! Remembering these things, the people of North Carolina will cleave to her as a mother cleaves to her first-born, through peril and storm. Her beautiful tresses may be somewhat dishevelled, her rich and gorgeous robes may be somewhat soiled—even her fair and lovely face may be somewhat blackened and scarred by violence and war; but she is still lovely, immortal in her youth. Hope still sits upon her helmet, singing its merry song, and a sweet and benignant calm rests upon that eye that a few years ago flashed with the battle light of vic-

tory. North Carolinians must cultivate a love of State as well as love of country. They are in every way identified with the progress and glory of their common country, and they are keeping a lively step to the music of the Union. It is their solemn duty to be true to the Constitution of the fathers. That sacred instrument is the sheet anchor of the people's hope and liberties, civil and religious. If it is violated, in spirit or letter, for any purpose whatever, it opens up the flood-gates that may turn in upon the country a deluge of ruin. The safety of the country rests upon the reign of law. That splendid structure, the Constitution, reared by the consummate genius of our forefathers, and made sacred with their tears and prayers and sacrifices and sufferings, must not be overthrown and destroyed.

CURIOSITIES OF FIGURES.

Here is a curiosity for little students. The multiplication of 987654321 by 45 gives 44,444,444,445. Reversing the order of the digits, and multiplying 123456789 by 45, we get a result equally curious, 5,555,555,505. If we take 123456789 as the multiplicand, and, interchanging the figure of 45, take 54 as the multiplier, we obtain another remarkable product, 6,666,666,606. Returning to the multiplicand first used, 987654321, and taking 54 as the multiplier again, we get 53,333,333,334, all threes except the first and last figures, which read together 54, the multiplier. Taking the same multiplicand and using 27, the half of 54, as the multiplier, we get a product of 26,666,666,667, all sixes except the first and last figures, which, read together, give 27, the multiplier. Next interchanging the figure in the number 27, and using 72 as the multiplier, with 987654321 as the multiplicand, we obtain a product of 71,111,111,112, all ones except the first and last figures, which, read together, give 72, the multiplier.

[For The North Carolina Teacher.]

THE AMERICAN EXPLORER.

FOR DECLAMATION.

BY DR. R. H. LEWIS, PRESIDENT KINSTON COLLEGE, N. C.

Man is a roving animal; and, though fond of home and its social enjoyments, yet he loves to visit "other fields and pastures new."

Every age has had its noted traveller, who has brought home an account of his voyages and thrilling adventures; and every nation has had its representative in the list of wandering worthies. Even the phlegmatic German has been seen quietly smoking his pipe on the summit of the pyramid of Cheops, sending forth the curling wreaths of smoke to float over the verdant valley of the historic Nile and mingle with the mists that rise from its placid bosom. The lively Frenchman has been found chattering on the hoary peak of Mt. Sinai, and talking gaily of the latest fashions from Paris—on the very spot where Moses stood when he delivered the oracles of heaven to the descendants of Abraham. And the burly Englishman, not content with the beautiful landscapes and soft-flowing streams of his own "Merrie England," wanders to distant lands and boasts of the "Lion of England" in the presence of foreign kings and potentates. But of all wanderers, the restless American is the most untiring and energetic. Though living in a country abounding in all that is beautiful and majestic in nature, where the waters of Niagara thunder down their irresistible torrent, where volcanoes rock the solid earth, where gold and silver and precious stones reward the toil of the miner; in fine, where all that can please the eye and gratify a taste for the sublime and beautiful are scattered broadcast over the land, he leaves all these and thirsts for other scenes.

Is there a spot of earth which the foot of an American has never pressed? The open polar sea, whose borders are frozen up in an

eternal winter, flashed its bright waters first to the delighted gaze of Elisha Kent Kane. The irrepressible son of Columbia stands before the Emperor of all China and tells the "brother of the sun and moon" that there is a nation in the far distant west, across the broad waters, that is farther advanced in the arts and sciences than the inhabitants of the Celestial Empire; he visits the Arctic island of Spitzbergen and lays bare the beds of ivory that contain the remains of elephants which wandered in those regions thousands of years before; he penetrates the jungles of India and attacks the royal tiger in his native thickets; he traverses the sandy deserts of Africa and astonishes the Bedouin Arabs, those sons of the burning zone, with his fortitude and endurance. Even Iceland, that lonely isle of the northern sea, has attractions for the American. He is familiar with its rugged landscape, its queer people, Mt. Hecla and its belching fires, and the boiling springs of Geyser. On the shores of the South Sea islands he dives for coral and pearl, and tells wonderful stories of his sports with the mermaids of the tropic latitudes.

The condor of the South American Andes, as he sits perched above the clouds upon a crag where rests eternal snow, looks down upon our restless traveller. Burning sun nor polar snows, foaming rivers nor raging oceans, mountain heights nor deep ravines, e'er stop for a moment the onward career of the American explorer. Impulsive, curious and determined, he circumnavigates the earth with a settled intention to master all its difficulties, to penetrate all its secrets, or perish in the attempt.

THE PUREST treasure mortal times afford
Is spotless reputation; that away
Men are but gilded loam or painted clay.

—Shakespeare.

A HAPPY TEMPER, like the Eolian harp, sings to every breeze.

—Anon.

DIVISION OF FRACTIONS.

BY E. G. LITTLEJOHN.

I think the shortest, easiest and most lucid explanation of division of fractions is found in the following principle, viz.:

The greater the divisor the smaller the quotient, and the smaller the divisor the greater the quotient.

Illustrate by whole numbers, as $24 \div 8 = 3$; $24 \div 2 = 12$, showing that by diminishing or increasing the divisor the quotient is correspondingly increased or diminished.

In the second example above the divisor was diminished by four, and consequently the quotient is increased by four. This principle should be thoroughly understood before beginning fractions.

In applying this principle, commence with fractions, as $\frac{4}{7} \div \frac{1}{2}$. Dividing any number by *one* does not alter its value. By this principle dividing by any number less than one will increase the quotient as many times as the divisor is less than one. In the example $\frac{4}{7} \div \frac{1}{2}$, *one* is twice as great as the divisor, $\frac{1}{2}$; therefore the quotient will be twice as great as when *one* is the divisor. $\frac{4}{7} \div \frac{1}{2} = \frac{4}{7} \frac{2}{1} \div \frac{1}{2} = \frac{8}{7}$.

That the value of the fraction is increased by increasing the numerator is supposed to be known.

Take the example $\frac{4}{7} \div \frac{5}{8}$.

Dividing first by one, the quotient will be $\frac{4}{7}$; dividing by $\frac{1}{8}$, which is only one-eighth as large as one, will give a quotient eight times as large, as $\frac{4}{7} \div \frac{1}{8} = \frac{32}{7}$.

But $\frac{1}{8}$ is five times too small; if $\frac{5}{8}$, which is five times as great as $\frac{1}{8}$, be taken for the divisor, the quotient $\frac{32}{7}$ would be diminished five times, and would become $\frac{32}{35}$. The value of a fraction is diminished by increasing the denominator.

$$\frac{4}{7} \div 1 = \frac{4}{7}; \frac{4}{7} \div \frac{1}{8} = \frac{32}{7}; \frac{4}{7} \div \frac{5}{8} = \frac{32}{35}.$$

As this is an analytical method, I think it should be taught before any other. By the method of reducing the fractions to

the same denominator, the child may learn to work out examples, but there are points in the method which, in my opinion, are incomprehensible to the child's mind at the age when this is taught.

The analytical method, like that I have given, is the most natural, and therefore can be more easily explained and understood.—*Texas School Journal*.

THE LITTLE TEACHER.

BY SOPHIE E. EASTMAN.

Nine o'clock. 'Tis time for school.

Rover, don't forget the rule;

You must keep your eyes on me

While you learn your A B C.

I should be ashamed, indeed,

Of a dog who could not read.

Now begin: C—a—t, cat.

Barking? What? You don't like that?

Here's another: D—o—g.

If you'll say it after me

You shall have a piece of cake.

Oh! you've made a great mistake.

Try it, Rover, just once more.

Here's a word you've heard before:

B—o—w; speak up now

And pronounce it: "*Bow, Bow wow.*"

Good old Rover! That's well done,

Come and have a little run.

SHORT METHODS IN ARITHMETIC.

1. To multiply 246 by 284, multiply 246 by 4, which equals 984; as 28 is 7 times 4, we multiply the product 984 by 7 (tens) and add the result, 6888 tens to 984, which equals the entire product, 69864.

To multiply 463 by 642, multiply 463 by 6, which equals 2778 (hundreds); as 42 is 7 times 6, multiply the product 2778 (hundreds) by 7 and obtain 19446. Adding these partial products, we have 297,236, or the entire product.

In this way we can find the product of any two numbers when one part of the multiplier is a number of times greater than the other part.

2. To multiply 74 by 76, we conceive 7 in the multiplier to be one greater, and multiply 7 by 8, which equals 56, which we set down on the left. We next multiply 4 by 6, which equals 24, and place it on the right. Our entire product is then 5624. In this way we can find the product of any two numbers when the sum of the units figures equals ten, and their tens figures are alike.

3. To multiply 84 by 76, we first square the tens figure of the larger number, calling it tens, or 80 by 80, which equals 6,400; square the last figure of the same number, 4 times 4, which equals 16; subtract this from 6,400, and it equals 6,384, or the correct product.

We can find the product in this way of any two numbers whose tens figures differ by one, and the sum of whose units figures is ten.

4. To multiply 85 by 86, multiply 6 by 5, and we obtain 30; multiply the sum of the units figures, 11, by 8, or the tens figure in either number, and we have 88; add to this the carrying figure, 3, of the 30, and we have 91; set down the right-hand figure and carry the 9; multiply 8 by 8, which equals 64; add the carrying figure, 9, equals 73, and setting down the result, we have 7,310.

We can, in this way, multiply any two numbers when their tens figures are alike.

GETTING READY.

BY WILLIAM N. BURR.

Gain a little useful knowledge
Every day, my boy.
Search for secrets that are hidden
In your tool or toy;
Do not shrink from 'when' and 'wherefore,'
'How' and 'which' and 'why'—
They are helpers to prepare you
For the by-and-by.

By-and-by, when to your labor
You go forth a man,
And the goal you seek seems saying,
"Gain me, 'if you can!'"
A 'good' acorn holds an oak-tree;
So success may find
Its beginning in the richness
Of a well-stored mind.

SOUND AND SENSE.

The following is a striking illustration of the anomalies of our spelling and pronunciation. Wrong words, having the same pronunciation as the right words, have been used, and, if properly read, will sound right:

A rite suite little buoy, the sun of a grate kernel, with a rough about his neck, flue up the rode swift as a dear. After a thyme he stopped at a gnu house and wrung the belle. His tow hurt hymn and he kneaded wrest. He was two tired to raze his fare, pail face. A feint mown of pane rows from his lips. The made

who herd the belle was about to pear a pair, but she through it down and ran with awl her mite, for fear her guessed wood knot weight. Butt when she saw the little won tiers stood in her eyes at the site. "Ewe poor deer! Why due you lye hear? Are yew dyeing?" "Know," he said, "I am feint to the corps." She boar him in her arms, as she aught, too a rheum where he mite be quiet, gave him bred and meet, held cent under his knows, tide his cholar, rapped him warmly, gave hymn some suite drachms from a viol, till at last he came fourth hail as a young horse. His I shown, his cheek was as read as a flour, and he gambled for a hole our.—*Selected.*

MEMORY GEMS.

The pupils of every school should be compelled to memorize at least one literary gem each week. What a mine of golden grains would thus be accumulated during the school days!

In idle wishes fools supinely stay;
Be there a will, and wisdom finds a way.
—*Crabbe.*

Every moment lost gives opportunity for misfortune.
—*Napoleon Bonaparte.*

He that is good at making excuses is seldom good for anything else.
—*Benjamin Franklin.*

Words are like leaves, and where they most abound
Much fruit of sense beneath is rarely found.
—*Pope.*

Oh, what a tangled web we weave
When first we practice to deceive!
—*Scott.*

Better not to be at all than not to be noble.
—*Tennyson.*

COUNTY INSTITUTES.

Having had several requests for a programme of exercises for a week's Institute, and thinking that other parties might be glad to get one, I respectfully submit the following, which can easily be so changed as to adapt it to the wants of the teachers of any county. Each teacher ought to have a pencil and tablet for taking notes; there ought to be *plenty* of blackboard, crayon, erasers, and *teachers*, and I think more good, solid work ought to be done than frequently is done at County Institutes. Much good can be accomplished in one week if the teachers will attend regularly and work faithfully. Of course a longer term would be better, but the fact that we cannot have what would be best for us if we could get it, ought not to prevent us from doing the best we can.

NELSON B. HENRY.

Very truly,

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
8:50 to 9:40		Opening Exercises.	Opening Exercises.	Opening Exercises.	Opening Exercises.
9:00 to 9:50		Object Lesson—Grasshopper.	Methods of Teaching Reading.	Elocution.	Methods of Teaching Spelling.
9:50 to 10:40	Organization.	Rest.	Rest.	Rest.	Rest.
10:00 to 10:50	Object Lesson—Leaves.	Language Lesson.	Grammar—Analysis of the Sentence.	Grammar—Pronouns.	Grammar—Mode and Tense.
10:50 to 11:40	Rest.	Rest.	Rest.	Rest.	Rest.
11:00 to 11:50	Methods of Teaching Arithmetic.	Arithmetic—Fractions.	Arithmetic—Percentage.	Arithmetic—Ratio and Proportion.	Arithmetic—Cube Root.
11:50 to 2:40	Noon.	Noon.	Noon.	Noon.	Noon.
2:00 to 2:50	Methods of Teaching Geography.	Geography—Drawing Map of North Carolina.	Physiology—Bones.	Physiology—Digestion.	Physiology—Circulation.
2:50 to 3:40	Rest.	Rest.	Rest.	Rest.	Rest.
3:00 to 3:50	Methods of Teaching History.	History of North Carolina.	History of North Carolina.	Civil Government—Legislative Department.	Civil Government—Executive Department.
3:50 to 4:40	Rest.	Rest.	Rest.	Rest.	Rest.
4:00 to 4:50	School Management.	School Management.	School Management.	School Management.	School Management.
4:50 to 5:40	Miscellaneous.	Miscellaneous.	Miscellaneous.	Miscellaneous.	Miscellaneous.
8:00		Lecture.		Lecture.	

NORTH CAROLINA TEACHERS' ASSEMBLY.

THE TEACHERS' ASSEMBLY READING CIRCLE.

The Reading Circle, though yet very young, is still extending its membership and becoming more and more popular. The interest in the examinations and addresses at the Assembly is considerable, and they will be specially attractive features of the session.

The votes for members of the Examining Board have been canvassed with the following result: Thirty names were voted for, and the five receiving the highest number of votes are Profs. GEO. T. WINSTON, of the University; E. P. MOSES, of Raleigh; Hon. S. M. FINGER, State Superintendent of Public Instruction; Maj. ROBERT BINGHAM, of Bingham School, and Dr. R. H. LEWIS, of Kinston College. The Circle is certainly to be congratulated on its selection of examiners, as they are all practical teachers of the highest merit, and each one is thoroughly identified with everything tending to the advancement of our educational interests. The thirty names, male and female, for which votes were cast represented the cream of the profession in this State, and each was well worthy the honor conferred by their co-laborers.

The examinations will be held during the second week of the Assembly, and the "History Medals" will be then awarded to the successful competitors. The examination on General History will include only the scope as embraced in Barnes' General History; and that on North Carolina History will include only the events which are considered in Moore's School History of North Carolina.

IF YOU WANT to forget the troubles and vexations of a tiresome school term, or desire to recuperate the exhausted energies, be sure to meet your fellow-teachers at the Assembly.

THE SPECIAL "Chautauqua train" arranged to leave Raleigh at six o'clock P. M. on June 22d, meets with universal approval from the teachers. Plenty of cars will be provided for comfort, and this train will carry one of the most pleasant and congenial companies of people ever seen in North Carolina.

HOW THE very hot days make us long for the cool breezes, shade and water of our "Land of the Sky," which so soon renew the health, strength and spirits of the weary, poorly-paid and overworked teacher! A pleasant trip to the Assembly gives a teacher almost as much energy and encouragement as a hundred dollars added to the salary.

THERE WILL BE quite a demand at the Assembly for teachers to take new positions for the coming season, and it will be a good place for teachers who desire a change of location. The time is coming when the Assembly will be looked to almost entirely by school officers for supplying vacancies throughout the State, and the endorsement of the Assembly will be the strongest recommendation which a teacher can hold.

NORTH CAROLINA has never before been so greatly aroused and interested in an educational gathering as in the approaching session of the Teachers' Assembly. From the Atlantic to the Blue Ridge the enthusiasm is felt, and many a weary teacher is stimulated in the extra work of the closing days of school by pleasant anticipations of the happy meetings with friends at the teachers' summer home among our magnificent mountains.

THE PRACTICAL enthusiasm of Dr. Aug. Kürsteiner in conducting the course in music at the Assembly will have a very beneficial effect throughout the State. His style of teaching is very popular and it will awaken a desire for vocal music in all our schools. We trust that this part of the Assembly work may induce the organization of a North Carolina Musical Association which shall unite the finest talent in the State for mutual pleasure and improvement.

THE ASSEMBLY ticket of June 22d is good for six weeks from that date, and will allow stopping over at any of the western Normals after the Assembly adjourns on July 7th. Thus teachers have the advantage of a visit to the Assembly and a Normal school at a much cheaper fare than the Normal rate. The Normal schools begin work after the Assembly adjourns, so there is no conflict of sessions, and this is a very judicious and excellent arrangement for the teachers.

MISS EMILY M. COE will organize a kindergarten class of very young children, for the purpose of showing that it is easy to make a little child as fond of instruction as of playing, and that a right beginning with the little ones will create a love for learning which will be a stimulus during all the school years. This work by Miss Coe will be different from any ever before seen in the State, and it will be of the greatest value to every teacher who desires to excel in the profession.

THE EXCELLENT engraving of Mt. Mitchell Hotel at Black Mountain, appearing as the frontispiece in this issue of THE TEACHER, will give an idea of the admirable adaptation of the building to the purposes of the Assembly. The Assembly hall is one of the most beautiful little auditoriums in the State, and is so situated that it receives the cool western breeze throughout the day, while the windows on either side give a magnificent view of towering mountain and fertile valley.

WHEN PACKING your trunk for the Assembly, don't forget to put in some thick clothing and a wrap for cool days and nights, rubber shoes will be also needed, and, if convenient, it will be well to carry a gossamer, as that may be serviceable in trips up the mountains. There will be many spare-hour amusements at this session which we did not have at the last Assembly. A nice lawn tennis and croquet ground has been prepared, and the billiard-room is now completed and nicely furnished.

THE ASSEMBLY rates of board at Mount Mitchell Hotel are as follows: During the session, from June 22d to July 7th, \$6.00 per week or fractional part of a week; from July 7th to August 1st, members of the Assembly who desire to remain

longer in the mountains will obtain board at \$1.00 per day. These rates are about one-half the regular price, and will be given to no person except on presentation of the Certificate of Membership in the Teachers' Assembly. The Grand Central Hotel at Asheville, Mr. Chedister, proprietor, will furnish board at \$1.00 per day during the session of the Assembly to teachers who desire to visit Asheville.

THE ENTIRE work of the Assembly this year will be of the very highest order of merit. The topics chosen for consideration are of great importance to every teacher, and the speakers selected are known as leaders in the profession and in every way fully qualified to entertain and instruct. One of the most delightful features of the work, and one which cannot be overrated in importance, is the acquaintance with others in the profession. This pleasure prevails to a greater degree at our Assembly than in any other educational organization in America. This social intercourse gives new life and ambition to a discouraged teacher and adds new interest to the school work.

MR. TIMBERLAKE, the proprietor of the Black Mountain Hotel, requests us to say to the teachers that "no one need be absent from the Assembly this summer for fear that accommodations will not be sufficient in every way, for I am determined to spare no trouble nor expense in making everybody perfectly comfortable and satisfied, and so far as hotel arrangements are concerned, I will guarantee this session to be the most enjoyable gathering ever seen in North Carolina." Quite a number of letters have been received from prominent teachers in Tennessee, Virginia, South Carolina, Georgia and Mississippi, securing rooms during the Assembly, and it is expected that more States will be represented in the coming session than ever before. North Carolina teachers extend a cordial invitation to their co-laborers in sister States to meet them in pleasant acquaintance and consultation in their delightful mountain Assembly.

The entire management of the Mount Mitchell Hotel, at Black Mountain, has been changed. The new proprietor is Mr. J. C. S. Timberlake, the well-known and popular manager of the

Haywood White Sulphur Springs house, at Waynesville. He has a fine and well-earned reputation throughout the South, and he pledges his reputation that perfect satisfaction shall be given to each member of the Assembly this summer. Mr. Timberlake is now at Black Mountain making many improvements in the hotel and about the premises, specially for the comfort and convenience of the teachers. The dining-room capacity and the sleeping accommodation will be almost doubled, the kitchen arrangements are five times as large as last season, the force of servants is increased, the Assembly-room is well-seated and lighted, an excellent string and brass band, of six pieces, from Atlanta, is engaged for the season, the hill in front of the hotel is graded, giving a full view of the train, and a nice landing for passengers will be built immediately in front of the house, with easy steps leading to the door. The telegraph, express and ticket offices are now conveniently located in the hotel building, in the room adjoining the Assembly hall, and are accessible at all times of the day. The Secretary has just made a visit to Black Mountain for the purpose of completing all necessary arrangements for the coming session, and it is with much pleasure that he notes these important preparations which are being made for our work and special accommodation. Mr. Walter K. Koonce, who is undoubtedly one of the most excellent hotel clerks in America, has been again engaged for the office, and thus the Assembly is assured of every attention which will in any way add to the enjoyments of the mountain sojourn. The new management will faithfully comply with all the terms of contract as to rates and privileges which were made with the former proprietor, and no teacher can fail to enjoy this coming gathering of the profession for health, rest, recreation and mutual improvement.

THOSE TEACHERS living in the extreme eastern section of the State, who go to the Assembly by way of Weldon, must leave home on Monday, June 21st, in order to connect with the Assembly train at Raleigh. They will reach Raleigh on the "through freight" at 8:30 A. M., and spend the day here. Other eastern teachers will come via Goldsboro, arriving at Raleigh about 2

o'clock, and spend the afternoon in the city. Persons along the Raleigh & Gaston Railroad will arrive at Raleigh about 6:30 p. m. A sumptuous supper will be prepared at the Yarbrough House specially for the Assembly, at a cost of 50 cents for each person. The special "Chautauqua train" will leave for Black Mountain about 7:30 o'clock, and there will be no change of cars during the entire trip, and the ride across the Blue Ridge will be in broad daylight. The round trip railroad tickets from leading points, good for six weeks, are as follows:

Asheville	\$ 80	Lumberton.....	\$ 8 65
Bennettsville, S. C.....	8 80	Laurinburg	7 95
Battleboro.....	11 20	Lilesville	6 75
Charlotte.....	5 20	Lincolnton	4 00
Concord.....	4 60	Morganton	2 00
Company Shops.....	6 05	Marion.....	1 35
Clayton.....	8 25	Monroe.....	5 45
Cary	7 55	Magnolia	10 15
Charleston.....	3 45	Mt. Olive	9 80
Chapel Hill.....	7 00	Mebaneville	6 35
Durham.....	7 00	Newton.....	3 10
Danville, Va.....	6 80	New Berne.....	11 00
Egypt.....	7 50	Princeton.....	7 90
Enfield.....	11 30	Portsmouth, Va.....	13 10
Edenton.....	15 60	Ridgeway	10 10
Elizabeth City.....	14 70	Raleigh	7 80
Faison's	10 10	Rocky Mount.....	10 90
Franklin, Va.....	12 00	Reidsville	6 15
Franklin.....	8 90	Rockingham.....	7 30
Fayetteville.....	7 95	Rockfish.....	7 95
Greensboro.....	5 35	Statesville	3 65
Graham	6 05	Salisbury	3 90
Goldsboro.....	9 25	Sanford.....	7 75
High Point.....	4 90	Salem	6 25
Haw River.....	6 15	Scotland Neck.....	12 15
Hillsboro.....	6 60	Selma.....	8 65
Hickory	2 70	Shoe Heel.....	7 95
Halifax.....	11 30	Shelby	5 00
Henderson.....	9 55	Tarboro.....	11 75
Hamlet.....	7 45	Thomasville.....	4 70
Icard.....	2 30	Wilson.....	10 25
Jamestown	5 05	Wilmington.....	10 15
Jonesboro.....	7 90	Warrenton.....	10 30
Kinston.....	10 10	Williamston.....	12 75
Kittrell.....	9 25	Wadesboro.....	6 55
Kernersville	5 95	Waynesville.....	2 00
Lexington	4 50	Wake Forest.....	8 30
LaGrange.....	9 80	Weldon.....	10 70

These rates, in many instances, are largely reduced from last summer, and no organization in the State besides the Teachers' Assembly has ever secured such favorable rates and privileges for a mountain trip.

THE RAILROAD authorities have made capital arrangements for the teachers in regard to baggage, and members of the Assembly when taking the train should insist upon their trunks being *checked through to Black Mountain*, and then there will be no trouble or expense as to changes along the whole trip.

MEMBERS OF THE ASSEMBLY—CONTINUED.

Mrs. E. M. Uzzell, Raleigh.	Miss Mamie Herman, Snow Hill.
" H. W. Reinhart, Raleigh.	" Amelia Hardee, Kinston.
" W. E. Lyon, Raleigh.	" Maggie McDowell, Weaverville.
Miss M. L. Pernet, Raleigh.	" Ida E. Edwards, Hookerton.
Mrs. T. S. Stevenson, Raleigh.	" M. B. McKay, Averagesboro.
" Jane Gardner, Shelby.	Dr. Chas. Dabney, Raleigh.
" Lula Toms, Shelby.	N. L. Anderson, Clinton.
Miss Cleo Gardner, Shelby.	Miss Sophie H. Skinner, Edenton.
" Ida Mallary, Shelby.	D. A. Hunt, Oxford.
R. J. Davis, Shelby.	Mrs. A. D. Hunt, Oxford.
Miss Flora Hart, Dallas.	W. G. Thompson, Cameron.
" Mary L. Battle, Lilesville.	Mrs. M. C. S. Noble, Wilmington.
" Belle White, Edenton.	N. A. Sinclair, Manchester.
" Alpine Hollowell, Elizabeth City.	Miss Kate Hart, Hilliardston.
" Eugenia Hollowell, Elizabeth City.	L. W. Bagley, Littleton.
" Alma H. Lewis, Goldsboro.	Dr. L. T. Smith, Henderson.
Walter W. Brown, Raleigh.	Mrs. L. T. Smith, Henderson.
Miss W. A. Carver, Sherwood.	Rev. W. B. Royall, Wake Forest.
H. E. Thompson, Cameron.	Mrs. W. B. Royall, Wake Forest.
Miss Kittie Herman, Snow Hill.	Mrs. J. B. Neathery, Raleigh.
" Janie J. Evans, Idaho.	Oliver Evans, Idaho.
Mrs. J. G. Sils, Nashville.	J. B. Thompson, Cedar Cliff.
A. Johnson, Laurinburg.	R. A. Highsmith, Harrell's Store
Mrs. M. M. McFarland, Smithville.	Miss Zelle Pollock, Kinston.

EDITORIAL.

ABOUT SCHOOL ADDRESSES.

Most of our schools and colleges will close their exercises for this term within the next thirty days. The press of the State and the thousands of handsome "Commencement tickets" now in the mails are telling us that many prominent gentlemen have accepted invitations from various institutions to deliver the annual addresses at the commencements. Most of these gentlemen are well known to us and we are sure they will give their hearers something that is really good and worthy of the occasion, and we want to make a little suggestion to the principals of the schools as to these speeches. It is hard to make a good commencement speech at any time; it requires great thought in preparation and care in delivery, and your appreciation of the speaker's efforts to please you may be shown by giving him a special audience at a special time of the day. Do not attempt to crowd in his address some night after a long concert or other entertainment continuing until ten or eleven o'clock, for the audience is then restless, wanting to go home, and no speaker can do justice to the subject, the school or himself, as his very best efforts and hardest work will all go for naught at such a time. It will be much better to have no annual address at the close of school unless more respect and consideration can be shown to the occasion and the speaker. It would be very proper to have a bright song just before and at the close of the address, but let the school exhibition be set for some other time.

ON THE FIRST Monday in June the magistrates of each county will elect a county superintendent of public instruction for the

coming two years. This is the most important office in the public school system of North Carolina. It has been proven to us since the office was created that if a county has a live and progressive superintendent there will also be live and progressive schools. The friends of education throughout the State should see to it that none but competent men are chosen to these responsible positions, for only in such hands are their school interests safe.

WE ARE succeeding well in collecting material for our NORTH CAROLINA SPEAKER, and expect to put the book to press during the summer or early fall. The work will contain nothing but the cream of North Carolina literary effort, and we sincerely thank those who are rendering us such valuable aid in the compilation. We have found even a richer mine than we expected, and are sure that North Carolinians will be proud of the SPEAKER, which we hope to make creditable to the schools, the State and to the authors represented. We solicit short contributions of prose or poetry which will be suitable for school declamations, the articles to be original or selected, but of course the work of native North Carolinians.

THE EDITOR, on a recent trip to Black Mountain, had the pleasure of meeting Prof. C. P. Frazier, Superintendent of the Greensboro Graded School, and his faculty of excellent assistant teachers. It is gratifying to note the success of the school under its present admirable management, and we trust that ere long the people of the enterprising little city will give their graded school a better arranged and more commodious building, such as it well deserves. A short lay-over in Salisbury on the same trip gave us an opportunity of a pleasant visit to the graded school at that place, an acquaintance with the faculty of teachers and an interesting hour in the recitation room of Prof. Kizer, the Superintendent. The building is a good one, well arranged and occupying a favorable situation, and the fine discipline, good order and intelligent replies of the pupils attest the excellent work which is being done by these faithful teachers.

ABOUT OUR TEACHERS.

MISS MINNIE WARD is teaching near Richland, Onslow county.

MR. J. S. REID has a flourishing school at Matthews, Mecklenburg county.

MISS CARRIE HARDING is teaching at Worth's School-house, near Kinston.

MISS M. LILLIAN SLOUGH has just closed a very prosperous term of her school at Concord.

MR. C. B. FRAZELLE is teaching near Sneed's Ferry, Onslow county. He has about 75 pupils.

MISS ALICE TEMPLE MURCHISON, a Chautauquan of 1885, has a good private school at Old Fort.

REV. J. M. MCMAWAWAY, of Wilson, will deliver the address at the close of the Warsaw High School.

MISS HATTIE L. LAWRENCE has a prosperous school at Tally Ho, Granville county. She has 47 pupils.

REV. W. R. GWALTNEY, of Greensboro, will deliver the address at the close of Cana Academy, Davie county, May 21st.

MISS EFFIE KILPATRICK has taken charge of the school lately taught by Miss Lila Penick, at Mooresville, Iredell county.

PROF. PRICE THOMAS, Superintendent of the New Bern Graded School, paid THE TEACHER a pleasant visit a few days ago.

PROF. W. L. POTEAT, of Wake Forest College, will deliver the Commencement address at the Southern Normal at Lexington.

W. J. PEELE, Esq., of Raleigh, delivered the address before the closing of the Louisburg Practical High School, May 25th.

REV. H. C. BOWEN has resigned his position in Kinston Graded School to take the pastorate of the Disciples Church at Kinston.

REV. JAMES MAPLE, D. D., will deliver the address at the close of Holly Springs Institute, Wake county, on the 28th of May.

REV. W. T. DEVEREUX, of Spartanburg, S. C., will preach the sermon at the Commencement of Shelby Female College, May 30th.

PROF. HENRY HOUCK, of Pennsylvania, will assist Prof. S. L. Sheep in the conduct of the Elizabeth City Normal School this summer.

DR. R. H. LEWIS, of Kinston College, will lecture on Physiology and Geography at the Greene County Institute, beginning June 7th.

REV. T. H. PRITCHARD, D. D., late President of Wake Forest College, will deliver the address at the close of Anson Institute, May 28th.

PROF. A. J. MCALPINE, late Principal of the Raleigh Graded School, has opened a school for boys and girls at Marshall, Madison county.

REV. A. W. MANGUM, D. D., a professor in our University, will preach the annual sermon at Greensboro Female College Commencement, May 23.

PROF. CHARLES A. SMITH, of Timmonsville, South Carolina, has consented to deliver the address at the close of Fair Bluff High School, Columbus county.

DR. W. W. MOORE, Professor of Hebrew at Hampden-Sidney College, Va., was married at Salem, N. C., May 18th, to Miss Lula Fries, of the latter place.

MR. ZENO H. DIXON and MISS MARY DIXON have resigned as Principals of Sylvan Academy, Alamance county, and will be succeeded by Mr. J. M. Hartley.

REV. DR. A. E. OWEN, of Portsmouth, Va., will deliver the address at the Commencement of the Chowan Baptist Female Institute at Murfreesboro, June 25th.

PROF. W. H. NEAVE, Principal of the Neave Music School at Salisbury, has been chosen to take charge of the Music Department in Winston Normal School.

PROF. SYLVESTER HASSELL has been elected Superintendent of the Wilson Normal, with Dr. Henry E. Shepherd as Principal. The Normal will open June 21st.

PROF. NELSON B. HENRY, Professor of the Science and Art of Teaching in our University, will take a leading part in the Teachers' Institute for Chatham county, this summer.

PROF. W. V. SAVAGE, of the Raleigh Graded School, will deliver the annual address before the Philanthropic Society of Ashpole Institute, Robeson county, on June 12th.

PRESIDENT BATTLE, of the University, has been appointed one of the Examining Committee to West Point Military Academy. He will leave Chapel Hill to serve on the 4th of June.

REV. G. W. GREENE, Principal of Moravian Falls Academy, Wilkes county, has, we regret to learn, been forced to close his school on account of an epidemic of measles in the community.

MISS E. M. COE, of New York, will spend a week in Raleigh before leaving for Black Mountain on June 22d. She will be the guest of Mrs. John A. McDonald, the Primary teacher at Peace Institute.

MR. J. M. LIFE, formerly of the Port Republic Graded School, Virginia, will open a school at the Arrowood Academy, Concord, Cabarrus county, May 24th. He brings high testimonials as to character and fitness.

REV. G. W. SANDERLIN, of Beston, Lenoir county, writes to say, "We have one of the best little schools in the State, and the best teacher by long odds." Reference is made to Mrs. Laura M. Jones, née Millard.

N. L. ANDERSON, A. B. (Davidson College), will be assisted in the management of Clinton (Sampson county) Male and Female Academy by Miss Mary Anderson in the male department, and by Miss Lois Anderson in the female department.

PROF. L. E. DUNCAN, Principal of the Southern Normal at Lexington, has been compelled, by failing of health, to retire from active duty for a time. His place will be supplied by Prof. P. O. Duncan, who will take charge of the advanced classes.

PROF. A. R. MORGAN, Principal of L. C. I., employs for the following year of his school, Miss Alice L. Heath, A. B., of Boston University, as instructor of modern languages. Miss Heath is a lady of fine attainments, and has the experience as teacher in one of the prominent schools of Massachusetts.

THE MISSES GILES (S. E., Persis P., and Mollie) removed from Trinity College last September to Greenwood, South Carolina, where they had quite a commodi-

ous college building erected. They opened school (the Greenwood Female College) September 15th, and have very successfully conducted it through the first year. Their Commencement exercises occur June 15-17. Gov. Thompson will deliver the literary address. These young ladies all regularly graduated from Trinity College, in the class of 1878.

SCHOOLS WANTED.

THE TEACHER has a number of applications from excellent teachers, male and female, for positions this summer and fall, and will be glad to aid school officers in filling vacancies.

CUPID AMONG THE TEACHERS.

SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
But now we have advanced so far that that style will not do;
And blushing bride and happy groom, whose lonely lives are done,
Say, with the parson's full consent, that one and one are one"

MR. J. C. BOWMAN, teaching in Mitchell county, was married April 22d to MISS ANNA M. YOUNG.

REV. GEORGE F. SHAEFFER, President of North Carolina College at Mt. Pleasant, Cabarrus county, and a Chautauquan of 1885, was married April 27th to Miss M. A. ROOKS, of Monroe, Ga.

MISS SALLIE MILLER, late a teacher in the Kinston Graded School, was married April 27th to DR. B. L. LONG, of Hamilton.

JUDGE FRENCH, Chief Justice of Arizona Territory, was forty years ago a teacher at Beaufort, Carteret county, N. C. He then courted MISS MANNEY of that town, but the nuptials were postponed until the 29th of April, 1886, when they were happily married.

PROF. C. W. SCARBOROUGH, A. B., teacher of English Literature and Moral Philosophy, and MISS MATTIE SALTZMAN, teacher of Moral Science and Elocution in the Chowan Baptist Female Institute at Murfreesboro, were married May 2d.

MR. H. P. MARKHAM, County Superintendent of Public Instruction for Durham county, was married to MISS CORA RIGSBEE on Wednesday, May 19th, at Durham.

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongue be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasures and our crown,
And our lost, loved ones, will be found again."

MR. LOUIS MOREHEAD PATTERSON, formerly a teacher in the Goldsboro Graded School, died a few days ago at his home in Salem, aged 26 years. He was a grandson of the late Governor John M. Morehead and a young man of much promise. He had been for some time preparing himself for the profession of medicine. The faculty and his late pupils in the Goldsboro School met and adopted resolutions of respect and condolence. "Blessed are the pure in heart."

MR. EDWARD J. BAILEY, of Chatham county, the founder of Union Academy, died in that county a few weeks ago.

UNPARALLELED ATTRACTIONS!

NORTH CAROLINA TEACHERS' ASSEMBLY,

TO BE HELD AT

Mt. Mitchell Hotel, Black Mountain, N. C.,

FROM JUNE 22 TO JULY 7, 1886.

OPENING ADDRESS BY Dr. R. H. LEWIS, President.

(PRESIDENT KINSTON COLLEGE.)

REGULAR EXERCISES:

KINDERGARTEN WORK.....Miss E. M. Coe, Principal Kindergarten Institute, New York.
FIRST STEPS IN TEACHING.....Mrs. M. O. Humphrey, Goldsboro Graded School.
DRAWING.....Prof. W. G. Randall, Marion High School.
MUSIC.....Dr. Aug. Kursteiner, St. Mary's School, Raleigh.

SPECIAL ADDRESSES:

CHARACTER THE END OF EDUCATION,
THE TEACHER IN THE SCHOOL-ROOM,
BOYS AND GIRLS, } Prof. S. S. Woolwine, Woolwine High School, Nash-
vile, Tenn.
NORTH CAROLINA AND EDUCATION.....Gov. A. M. Scales.
NORTH CAROLINA TEACHERS AND SCHOOLS.....Hon. S. M. Finger, Supt. Public Instruction.
WONDERS OF THE HUMAN BODY, }Prof. Geo. B. Groff, M. D., Pennsylvania.
HEALTHY HOMES,
TEACHING HISTORY.....Prof. E. A. Alderman, Supt. Goldsboro Graded Schools.

ADDRESSES UPON READING CIRCLE TOPICS:

THEORY AND PRACTICE OF TEACHING.....Prof. Nelson B. Henry, University N. C.
NORTH CAROLINA HISTORY.....Prof. E. C. Branson, Athens, Ga.
MANLINESS OF CHRIST.....Rev. C. E. Taylor, D. D., President Wake Forest College.
ETHICS OF THE DUST.....Prof. Geo. T. Winston, University North Carolina.
GENERAL HISTORY.....Miss M. R. Goodloe, Marion.
TALES FROM SHAKESPEARE.....Prof. E. P. Moses, Supt. Raleigh Graded Schools.
SELF-HELP.....Prof. H. L. Smith, Principal Selma High School.

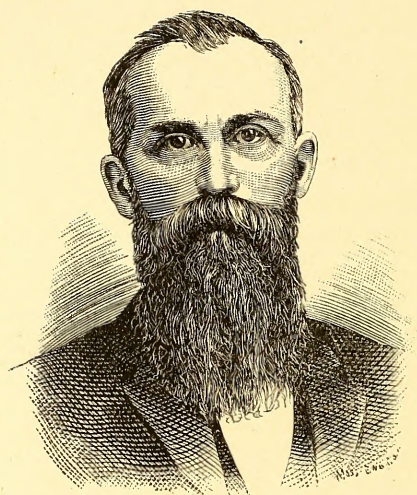
General discussion upon the topics after each address.

Saturdays will be spent in visiting, in pleasant parties, the many places of interest among the mountains.

Regular religious services every Sunday, the singing to be led by Dr. Kursteiner and the finest choir ever organized in North Carolina.

Literary and Musical Entertainments on Friday evenings, conducted by some of the best talent in the State.

The Certificate of Membership entitles holder to every privilege of the Assembly without any extra charge whatever.



JOHN J. FRAY, A. M.,
FIRST PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY.

THE
NORTH CAROLINA TEACHER.

VOL. III.

RALEIGH, JUNE, 1886.

No. 10.

[For The North Carolina Teacher.]

TRUE HEROISM.

BY MISS MARTHA MILLS, THOMASVILLE, N. C.

What makes a man a hero?
Is it striving after pelf?
Gaining power or wisdom? No:
'Tis forgetfulness of self.

The brightest jewels in the crown
That decks the hero's brow
Are the most unselfish deeds he did—
You may win such jewels now.

The unselfish one is the greatest one—
Right rules in his heart's throne;
He spends his life for others,
Dies perchance to fame unknown.

A true hero is he, and though
The world applaud him not,
The influence of his noble life
Lives when his name's forgot.

The truest bravery is not in deeds
Of prowess or of might:
'Tis shown when man will forfeit wealth,
And love, and life for Right.

IN MEMORIAM.

JOHN J. FRAY,

FIRST PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY.

HIS LIFE AND SERVICES.

EULOGY BY PROFESSOR HENRY LOUIS SMITH. DELIVERED AT THE TEACHERS' ASSEMBLY AT BLACK MOUNTAIN, JUNE, 1885.

How many pleasant memories of the first meeting of our Assembly waken in our hearts as we look upon this throng of familiar faces! Which of us, as pictures of those happy days rise before his mind, can believe that a whole year has passed away since we met among the mountains of Haywood county! Once more we feel the cordial grasp of friendly hands; again we hear the well-remembered tones of familiar voices; now, as then, the green hills of our native land stand sentinel round us, and the untrodden forests rest upon them like the shadow of God; the same life-giving mountain air sweeps through the "Land of the Sky"; the clouds are once more drifting with wings outspread from mountain peak to mountain peak to meet their climbing shadows; the same blue heavens bend over us as of old, and

"Naught can be so sweet to see,
As old friends meet together."

But alas! death has been busy in our ranks:—our eyes seek in vain for one honored form, we miss the grasp of one dear hand, we fail to hear the tones of one familiar voice!

"Leaves have their time to fall,
And flowers to wither at the north wind's breath,
And stars to set—but all—
Thou hast all seasons for thine own, O Death!

We know when moons shall wane,
When summer-birds from far shall cross the sea,
When autumn's hues shall tinge the golden grain—
But who shall teach us when to look for thee!"

Our ship had barely cleared the harbor and moved out on her course across the sea, when the pilot was stricken at the helm and called to that far-off shore where tempests never blow. That clear, ringing voice, so outspoken in its condemnation of what is wrong, so fearless in manly scorn of what is base and low, so true in defence of what is noble and pure, so gentle and tender in tones of sympathy and love, that voice that guided our deliberations and so often made clear the path of duty, is hushed in the cold stillness of the grave! The green turf of his loved Virginia covers that manly form which stood preëminent in our counsels one year ago. The winter rains and snows have fallen upon the cold earth that shrouds his clay: the sunshine and awakening beauty of spring have decorated that sacred mound with vernal freshness; but naught can waken *him* from his silent slumber. In the strong arms of immortal love, he sleeps the sleep of the just.

We have gathered together as an Assembly to do honor to the memory of our first President, and testify to the irreparable loss we have sustained in his death, to sorrow at the grave of buried friendships, and lay our wreath of laurel and tribute flowers on the green turf that wraps his clay.

The story of his life is a shining record of arduous duties well and faithfully performed, of difficulties met and overcome by strength of will and indomitable energy, of uncompromising truth and honor in all transactions with his fellowmen, and unfaltering loyalty to the Saviour to whose service he so early consecrated his life and powers.

Born in Madison county, Va., on the 23d of May, 1840, he was distinguished even when a child for his studious habits, his piety, and quick and vigorous mind. At the early age of sixteen he entered the University of Virginia. When his college days, spent in diligent and successful study, were over, he chose teaching as his profession, and to this ennobling avocation, so dear to his heart, devoted all his rare powers of mind and unconquerable energy. While thus engaged at Memphis, Tenn., the clouds of war, which had so long hung low and threatening on the horizon,

broke in darkness and tempest over the fair land of his birth. When his country called him to defend what he believed to be her sacred rights from invasion, he left the quiet work of the school-room for the shock of battle, and with characteristic energy threw himself into the heart of the conflict. Even among the dashing cavalymen of the ubiquitous Mosby, he was conspicuous for his gallantry and daring, and was often chosen by his leader for special services requiring the utmost coolness and judgment joined with the most intrepid courage.

When those four long years of blood and tears were over, and the sun of the Confederacy went down on the field of Appomattox, he acquiesced with manly courage in the fate of the cause for which he had so long and bravely fought, and moving to Wake county, N. C., resumed his chosen vocation.

In 1868 he was married to Miss Bettie Wayland, of Culpepper county, Va. In 1877 he moved to Raleigh and, in the following year, formed a copartnership with Prof. Hugh Morson in the management of the Raleigh Male Academy. The school grew with unexampled rapidity, and soon became one of the most prominent schools of its class in that part of the State. But exposure during the war, added to years of incessant toil and confinement in the school-room, had fatally undermined his health. At the meeting of the Assembly last summer, over which he was so unanimously called to preside, the encroachments of disease were already painfully evident to his various friends. After leaving Waynesville, his strength rapidly failed. In the fall, although his health was completely shattered, he returned to the school-room, in which the best years of his life had been spent, and struggled with characteristic energy against physical weakness and bodily suffering. But neither firm determination and strength of will, nor the efforts of skilled physicians, nor the sympathy and prayers of hosts of friends, could stay the progress of the destroyer. The few remaining weeks of his life were spent in the calm contemplation of approaching death, and daily communion with the Redeemer on whose atonement he rested his hopes of a blissful immortality. On the 23d of December, 1884,

just 16 years after his happy marriage, his ransomed spirit burst its fetters of clay and soared beyond the reach of pain and weakness into the sunlight and joy of the presence of God. With sorrowing hearts and loving hands his Masonic brethren bore his body to his Virginia home, and, with many tears, committed it to the grave in the confident hope of a glorious resurrection.

What solemn thoughts crowd upon us as we think of that new-made mound which rises above the hallowed dust of him we loved so well! One year ago—and now! What shadows we are, and what shadows we pursue! The fickle winds, the gleam of sunset clouds, the arrow speeding to the mark, the film of vapor disappearing in the sky, are fitting types of this transient life of ours. Time—vast, silent, swift, all-embracing—hurries us onward in its fleet career. Its great bell swinging between earth and sky, tolls the funeral knell of our departing years. One by one the solemn strokes ring out upon the air. The echoes float to our ears for a while, in sadly sweet reverberations; then, with ever softening cadence, die away into the unfathomable abyss of the past.

One by one our departing years, some shining with dazzling lustre, some clothed in darkest gloom, slip into the rushing current, and are borne away. With straining eyes we strive to follow their retreating forms, till mingling with the indistinguishable throng of our receding years, they vanish from our aching sight. Soon the last one, gliding out upon the mysterious current, will float away beyond our reach, and through the shades of death we will follow it into eternity. But to the eye of Christian faith a "light that never shone on sea or land irradiates the darkness of the tomb." The grave with its darkness and shadowy spectres of the night, is yet the portal that opens into eternal sunshine. The harsh grating of its iron hinges frights the world, but beyond we can see the white-robed thousands throng the empyrean and hear the triumphant songs of the redeemed. From those ineffable heights come the voices of the loved ones who have gone before, calling us upward, and listening, we forget the dark valley with its shadowy portal, we hear the twelvefold chorus of

the ransomed rolling its mighty harmonies through the arches of heaven and long for that abode of perfect rest and triumphant joy. In the full assurance of this blessed hope, trusting in Him who burst the bars of death and robbed the grave of its gloom, our dear friend passed away. An earnest belief in a personal God and faith in a personal Saviour were the foundation of his character. The word of God was his constant study and the sheet-anchor of his hopes. Each morning and evening he perused its sacred pages. From them he learned how to live a Christian life and die a Christian death.

We turn from his grave with saddened hearts and tear-dimmed eyes, but we need not weep for him. Free at last from the touch of wasting disease, free from the toils and cares of earthly life, free from the imperfection of human nature and the restraints of a material existence, his immortal soul has really just begun to live. It has now found room for the expansion of all its God-given powers, and in the presence of God, and the companionship of all that is noble and pure, presses forward free and unincumbered in its immortal career. On the "far green hills of God," his sanctified spirit walks amid the throng of the redeemed.

Death was no surprise to him. For months he could trace its gradual approach and see its shadow deepening round him. Steadily day by day the fell hand of disease fastened more closely on his frame. Steadily, day by day, he could feel himself losing his hold on life, and borne with accelerating rapidity toward the grave. It is hard at any time to contemplate the near approach of death, unmoved. But in the full maturity of one's powers, in the prime of noble, honored, happy manhood, in the meridian of usefulness and ever-widening influence, blessed with a loving family and a long retinue of affectionate friends, *then*—nothing but the grace of God and the power of His might can sustain the soul in that dark hour when one by one these threefold cords are torn asunder. Such grace was given to our departed friend. For him the dread unknown was no longer haunted with fearful spectres of the night. The Cross of Christ had conquered death and thrown a flood of celestial radiance along the path by which

the soul returns to the God who gave it. Such was faith and firm support in the hour of dissolution. God grant it may be ours! Without it, Death is indeed the king of terrors, the shadow of whose wings may well paralyze the proudest and bravest heart with deadly fear.

This spirituality and triumphant Christian faith formed the broad foundation from which arose a character lofty, symmetrical and spotless as a temple of marble. His religious zeal never degenerated into narrow sectarianism. He was one of the very few who can see both sides of a question, who can recognize good in an opponent, who really feel in their hearts that the adherents to a different creed have a right to form their own opinions. Such men and women are sadly in the minority. The age of the fagot and the stake has perished, we trust forever, but the age of true toleration and brotherly feeling among those who differ in religious opinions is still in the far distant future. How many there are in this land of enlightenment and christianity who think that the great Invisible God has revealed Himself in all his glory to their own particular sect or denomination; that they alone read His wonderful word aright, and all the world beside stumbles in darkness and sees not the meaning of the revelation; who have been reared in such prison-cells of prejudice and partisan zeal that they cannot rend the shackles to which their arms have grown fast. In his freedom from religious intolerance and narrow-minded denominationalism, in his broad sympathy and love for all, he, though dead, yet speaks, and teaches a noble lesson which many are slow to learn. As a friend and neighbor, his unfailing cheerfulness and winning courtesy endeared him to all. He was that noblest of our civilization and christianity, a Christian gentleman in thought, word and deed. No action of his ever belied his words. He was the soul of truth and uprightness. Open, frank, candid in speech and action, he scorned hypocrisy and dissimulation.

His whole life was a protest against duplicity in every form. This manly candor and perfect frankness was apparent to the most casual acquaintance. It shone in every lineament of his

countenance and spoke in every tone of his voice. One felt instinctively that here was no lurking place for cant, deceit, or double-mindedness. Such qualities felt rebuked and abashed in his presence and gave place to nobler things. But it was in his chosen vocation that the strength and symmetry of his character were most conspicuously displayed. He possessed in a remarkable degree a faculty which eminently fitted him to be a leader and controller of young and immature minds. No man without it has ever exerted a great or lasting influence on his fellowmen, or stamped his character and opinions on the mind of the world. I allude to what psychologists call will-power, that energy of spirit and persistence of action which elings to a given purpose in spite of opposition or threatened failure, which triumphs over physical weakness and unfavorable circumstances, which wrests victory from apparent defeat, and compels the minds of men to yield instinctive homage and fealty to its possessor. This overmastering force of will was one of Capt. Fray's distinguishing characteristics, and contributed very largely to his unusual success in his arduous profession.

He never fainted nor grew weary in his noble vocation. No murmuring against the so-called "hardness of the teacher's lot" ever fell from his lips. With loyal constancy to his work, with bright unflagging zeal, with unfaltering courage, and contagious enthusiasm, he pressed onward in the path of usefulness. On the advancement of his pupils in everything that constitutes true and noble manhood, he concentrated all his thought and care. No sacrifice of time and ease was too great, no labor too arduous, for the accomplishment of this high purpose. His love for his pupils and interest in their progress permeated his whole nature, and was visible to the most casual observer. Though a strict disciplinarian, he was never harsh and cold. His pupils looked to him as a valued counselor and friend. They came to him with their troubles and doubts, sure always of a sympathetic hearer and the kind advice of a loving guide.

No wonder that when his soul was burning with enthusiastic love of knowledge and virtue, his pupils caught the flame. He

believed that in the heart of every man lie sleeping at least the germs of noble impulses and noble deeds, ideas of truth and duty, aspirations after purity and holiness, longings for something higher and better than the past has offered. To stir these dormant impulses into vigorous, fruitful growth, to waken into activity the higher part of the soul, to rend from the mind the shackles of ignorance and prejudice and teach it to look with ever-broadening sympathy and love on all mankind—these were the objects for whose attainment our friend spent his time, his powers, his youth and noble manhood. For these high ends he sacrificed worldly ease and pleasure, for these he “scorned delights and lived laborious days,” and even when coming death had cast its lengthening shadows, broad and deep before his feet, and set its unmistakable seal upon his forehead—when his feet, faltering under the weight of long-continued disease, were descending into the valley of the shadow,—even then his unconquerable spirit dragged his wasted and enfeebled body to the scene of his former labors, and he laid on the altar of his life’s work the last remnants of his fading strength.

Such a life, spent in the pursuit of noble aims, in steadfast loyalty to the right, in lofty self-sacrifice for the good of others, cannot be bound in the chains of the grave; its light shines far into the distant future; its influence and power live in ever-widening circles: such a life is as immortal as the immortal souls that are influenced by it.

“No life can be pure in its purpose and strong in its strife,
And all life not be purer and stronger thereby!”

Let the life and work of our departed friend, shining like a star in the firmament of the past, living still though he has passed away, sounding in clear tones above his grave though his pale lips lie silent beneath, declare to us that a noble life is one spent in the pursuit of lofty things, that a noble soul in the eyes of God is one that cherishes high ideals of Christian character, that spends its time and energies in generous self-sacrifice for the good of others, in unflinching loyalty to truth and honor, and steadfast devotion to a noble vocation.

Is our friend and associate really dead? Is he, whom one year ago we loved and honored as the embodiment of Christian manhood, really shut up in those cold walls of clay? Ah! no! "Though hearts are dust, hearts' loves remain." "To live in hearts we leave behind, is not to die." Death never comes to souls like his. He yet lives in his influence for good—lives in the souls that he has led to a happy and honored manhood, in the minds that he has awakened to a life and activity that shall never die, in the lives which he has rescued from ignorance and degradation and imbued with a high and noble purpose, in the circles of love and friendship which were cheered and brightened by his genial, happy spirit, and cordial sympathetic heart. He still lives in the scores of young men just entering into active manhood, from whose lives are reflected the light of his high-souled honor and the spotless sheen of his unsullied character.

As we look back over the shining record of his noble life, how many pictures round which memory loves to linger shine through the gathering mist of our saddened eyes! The youthful student with vigorous mind and unflagging zeal pressing onward in the pursuit of knowledge till he stands foremost among his associates; the dashing cavalryman, whose ringing shout and shining sword are always where steel meets steel in the forefront of the battle; the energetic, high-souled teacher, at the head of his youthful adherents waging a nobler warfare than ever stained with a brother's blood the battle-fields of earth; the public-spirited citizen, prompt to advance the interests of the commonwealth at any sacrifice of personal convenience; the tender and loving husband and father; the faithful and affectionate friend, whose spotless character and chivalric sense of honor invited implicit trust; and shining far above all with more than earthly light, the devoted, zealous Christian, who, through a long time of loving service walked hand in hand with his Redeemer and trod the skyward path that leads to the throne of God.

It is by such lives as these that our earth is ennobled. When an immortal soul thus consecrates itself to God and catches a beam from the light-fountain of his inexhaustible radiance, then indeed is the divinest of all miracles enacted, and this little earth

of ours, as it rolls among the countless stars, bears in its bosom a spark of the celestial fire that emanates from Deity himself. Brighter than any gleam of earthly gold; more splendid than any gaudy trappings of earthly fame and power, shines the record of a life so spent. What glittering sheaves of good deeds do the years of the past bring to lay upon his grave! What a throng of prayers and benedictions from grateful hearts follow him to his last resting-place! What hallowed memories of friend, counselor, teacher, guide, husband, father, characterized his name and weave garlands of immortal flowers to decorate his tomb! He has erected his monument in the hearts of those who knew and loved him, in the lives that were led into nobler and purer manhood by his influence and example. Such monuments defy the corroding touch of time. Higher than sculptured shafts of stone, brighter than the gleam of marble statues, more enduring than granite pile or brazen temple, richer and more splendid than turreted cathedral or gilded mausoleum; for they are built of immortal souls, the fairest and most precious of all the Creator's handiwork.

Farewell, thou noble and chivalrous spirit, thou mirror of manly honor and patriotic devotion, thou soul of candor and pure interested friendship! Thine hours on earth were not spent in luxurious ease, or freedom from care and thought. Thy mission was to brighten, to elevate, to purify; to implant new views of life and its solemn duties; to rouse immortal minds from the sleep of ignorance to higher planes of thought and wider spheres of activity. Thy toil is over, thy mission ended, thy life-work performed. Thou hast entered into the rest prepared from eternity for souls like thine. No jarring clash of conflicting interests is there, no chilling contact of unsympathetic souls, no hand of death smiting into the dust the idols of the heart, no infirmities of disease to rack the wasting body and eat short all fond hopes and cherished plans. Thou art at rest, while we are yet toiling in the dust and heat of the highway and lift our longing eyes to the celestial heights thou now hast trod. In the presence of God and the companionship of the angelic host, amid the throng of the redeemed and glorified, we leave thee. Once more, farewell!

STATE NORMAL SCHOOLS.

PLYMOUTH STATE COLORED NORMAL SCHOOL opens in September. Continues five months.

FRANKLINTON STATE COLORED NORMAL SCHOOL, Prof. S. A. Waugh, Superintendent, opens in September, for five or six months.

SALISBURY STATE COLORED NORMAL, Prof. J. O. Crosby, Superintendent, opens in September and continues five or six months.

FAYETTEVILLE STATE COLORED NORMAL SCHOOL, Prof. E. E. Smith, Superintendent, opens in September. Continues ten months.

THE WASHINGTON NORMAL SCHOOL opens July 12th and will continue four weeks. Prof. Alex. Graham, of the Fayetteville Graded School, Superintendent, aided by a number of competent instructors.

THE ELIZABETH CITY NORMAL SCHOOL opens July 4th and continues three weeks. Prof. S. L. Sheep, Superintendent, assisted by Prof. Henry Houck, of Pennsylvania; Prof. Luther R. Mills, of Wake Forest College.

WINSTON STATE NORMAL SCHOOL will open in the Winston Graded School, July 6th, and continue till July 23d. The faculty is as follows: Prof. J. L. Tomlinson, Superintendent; Prof. C. D. McIver, of Peace Institute; Prof. T. J. Mitchell, Prof. W. A. Blair, Prof. W. H. Neave, Miss Fannie B. Cox.

NORMAL SCHOOL FOR COLORED TEACHERS, Greensboro, N. C., Prof. B. F. Blair, of Bush Hill, Superintendent. Commencing July 5th and continuing four weeks. Prof. Jno. W. Woody, Principal, and special lectures by Profs. Joseph Moore and Alfred Connett. Reduced rates of travel and board are secured.

THE NEW BERN STATE COLORED NORMAL SCHOOL will open on June 21st, under the following experienced instructors:

Prof. S. A. Waugh, Franklinton; Prof. E. E. Green, M. D., Wilmington; Miss Lucy J. Boulding, Hampton Normal Institute, Va.; Prof. Wm. J. Heritage, Washington. Will continue about two and a-half months.

THE ASHEVILLE NORMAL SCHOOL opens July 6th and continues three weeks. Superintendent, E. A. Alderman, Superintendent of the Goldsboro Graded School; Instructors—Professor B. E. Atkins, Asheville Female College; Miss Olivia Millard, Goldsboro Graded School; Miss Maggie McDowell, Weaverville College; Professor George D. Meares, Professor of Music, Kinston College, teacher of music.

THE WILSON NORMAL SCHOOL begins June 21 and closes July 9. The faculty is as follows: Prof. Sylvester Hassell, A. M., of Wilson, Superintendent; Henry E. Shepherd, A. M., LL. D., of Charleston, S. C.; Charles H. Winston, M. A., LL. D., of Richmond, Va.; Alex. Graham, A. M., of Fayetteville; Prof. Collier Cobb, of Wilson; E. E. Britton, A. M., of Laurens, S. C.; Prof. James H. Rayhill, of Jacksonville, Ill.; Miss E. H. Bartine, of Staunton, Va.

THE FRANKLIN (Macon county) NORMAL SCHOOL begins July 5th and ends July 31st. The following able faculty will be in charge: Geo. G. Groff, M. A., M. D., Principal, Professor of Natural History in the University at Lewisburg, Pa.; Prof. W. W. Kelchner, A. B., Professor of Natural History in the Muncy (Pa.) Normal School; Miss Laura G. Kibbee, Elocution; Mr. L. A. Williams, Principal of Model School; Vocal Music by Mrs. L. A. Williams.

THE BOONE NORMAL SCHOOL will open July 6th and continue four weeks. The following faculty has been selected: Professor T. J. Mitchell, of Charlotte, Superintendent; Male teachers—Professor J. F. Spainhour, Principal of Globe Academy, Caldwell county; Professor G. W. Greene, Principal of Moravian Falls Academy, Wilkes county; Female teachers—Miss Lucy Journey, Principal of Mooresville Female School, Iredell county; Miss Maggie McDowell, of Weaverville College,

Buncombe county; Miss Jennie Gales, of Durham Graded and High School.

NEWTON NORMAL SCHOOL will open June 30th and continue four weeks. The faculty is as follows: Prof. M. C. S. Noble of Wilmington Graded Schools, Superintendent; Prof. E. P. Moses of Raleigh Graded Schools, Lecturer on History and Geography; Prof. E. C. Branson of the Wilson Graded Schools, Lecturer on English Grammar and Methods of Teaching; Prof. H. R. Sandford, State Lecturer of New York, Lecturer on School Organization, Management, etc.; Miss Nettie Cook of Wilmington Graded Schools, Primary Department; Dr. J. M. McCorkle, Lecturer on Physiology and Hygiene.

MEMBERS OF ASSEMBLY—CONTINUED.

Mrs. J. M. Barbee, Raleigh.	Miss M. A. Carver, Serwood.
J. J. Barbank, Washington.	G. T. Mewborn, LaGrange.
Miss Annie Thomas, Lake Landing.	N. L. Anderson, Clinton.
“ E. E. Ranch, Rock Hill, S. C.	B. C. McIver, Sanford.
J. H. Perry, Edenton.	Miss Rena Beckwith, Clayton.
Mrs. Hall, Oxford.	“ Eliza Johnson, Laurinburg.
Miss Sue Hall, Oxford.	Martine Jones, Laurinburg.
“ Bettie Travis, Oxford.	D. A. McDougald, Laurinburg.
W. H. Rhodes, Comfort.	Archibald Johnson, Laurinburg.
Miss Bessie F. Neeley, Salisbury.	J. A. Delke, Thomasville.
Mrs. A. Smith, Danville, Va.	Miss L. F. Houston, Mt. Olive.
Miss Carrie A. Powell, Macon.	“ Minnie Stallings, Thomasville.
“ Mary M. Davis, Arcola.	J. F. Cole, Carthage.
“ K. M. Hart, Hilliardston.	W. H. Rhodes, Comfort.
“ M. E. Bogart, Brooklyn, N. Y.	Miss M. C. Rhodes, Comfort.
“ Nellie Cook, Wilmington.	“ Mary Matthews, Greensboro.
“ Sallie McLaurin, Wilmington.	“ R. O. Scarborough, Kinston.
“ M. A. Thorburn, Wilmington.	N. D. Johnson, Montpelier.
	W. H. Lea, Pleasant Grove.

EDITORIAL.

VACATION TIME.

The school year is now closing and the merry vacation shouts of the boys and girls are heard on every hand. Soon the tired teacher will be seeking some place of recreation, rest and such instruction as will give better preparation for future work. THE TEACHER is also closing its year's labor preparatory to a short vacation like all other members of the profession. But our vacation is not for rest and idleness, for there is much to be done, and we propose simply to take a change of scene and work, such as is to be found at our pleasant Teachers' Assembly at Black Mountain. In making this last monthly visit to you for the present school year, just on the eve of the meeting of the Assembly, THE TEACHER feels it peculiarly fitting that this visit shall be a memorial in honor and in memory of Prof. J. J. Fray, first President of the grandest educational organization in the South,—our North Carolina Teachers' Assembly. We know that this beautiful and touching tribute to the grandeur of Professor Fray's life and character, prepared by Prof. H. L. Smith, of Selma, and delivered by him at last session of the Assembly, will be read with very great interest by the brotherhood in the State, it being a masterpiece of composition so tenderly expressing the remembrance, love and admiration of North Carolina teachers for one of the most honored leaders in the profession.

WE WANT THE new catalogue or circular of every school in North Carolina, and hope that each principal will kindly forward us this desired information as early as possible.

WILL NOT EVERY subscriber to THE TEACHER take a few spare moments each month for sending us all the items of educational news from their communities? Any marriages, deaths, resignations, changes of location, new schools established, or other matters concerning teachers or schools, will be of interest to the profession.

A CORDIAL INVITATION is extended to all teachers when in the city to visit the office of THE NORTH CAROLINA TEACHER, at Alfred Williams & Co.'s Bookstore, No. 119 Fayetteville street, next to State National Bank. Any service which can be rendered towards making your visit to the city a pleasant one is freely offered.

HOW ARE YOU going to spend the summer? We know that the present salaries paid our teachers offer them very little encouragement for making an extensive vacation trip, but this fact need not be an unsurmountable barrier to meeting pleasant co-workers somewhere during the summer. There will be many excellent Institutes and Normal Schools during the next sixty days, and every teacher ought to attend some of these workshops for the profession. The teacher who deliberately leaves off all study and preparation simply because it is "vacation time," will soon be distanced in the race by the more ambitious members of the profession, and the remunerative positions will be occupied by others. If you are somewhat disheartened by your apparently unsuccessful work, go to some gathering of teachers and talk with them a few days, and you will go back to your school-room with fresh courage and more assured success.

THE TEACHER wishes for all the profession in general, and its readers particularly, a most pleasant summer's vacation and a prosperous re-opening of the schools in the fall. We shall not forget you during our holiday, and we hope to meet many of our friends during the summer. We trust that THE TEACHER will be occasionally remembered by you, and any kind words you may speak in its behalf to some other teacher will be greatly appreciated.



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